

LUTHERAN EDUCATION

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EDITORIALS

Another Year Crowned with His Goodness

Christmas is past, but not forgotten. Teachers still treasure in grateful memory the privilege of having again been permitted to lead their pupils to the manger in Bethlehem. The ringing of bells and the blowing of whistles have ushered in the new year. With mutual "Happy New Year" greetings pupils and teachers have again resumed their work in the classrooms.

When we teachers and educators survey the past year, we see evidences of God's goodness which touch us professionally. The year 1958 marked the second year in the new century of special teacher training in our Synod. During that year God has signally blessed our endeavors in the area of Christian training of youth. The recruitment of young men and women for the ranks of teachers in our Lutheran schools has brought highly gratifying results. Our teachers' colleges not only have capacity enrollments, but their lack of facilities has made it impossible to admit all applicants. We can truly say with the psalmist that the Lord has crowned the past year with His goodness. (Ps. 65:11)

The new year confronts us with a new challenge. How can the requirements be met for training the needed increasing number of young members in our congregations who want to dedicate themselves to the teaching ministry in our church? The simple answer is: *work* and *pray*! In congregation meetings and in teachers' conferences we have opportunity to call attention to the crying need for expanding the facilities at all our colleges and to appeal for increased support through contributions to meet the budget requirements of our Synod.

Our sincere efforts, supported by our prayers, can contribute much toward making the year 1959 another year crowned with the goodness of our gracious Lord.

T. K.

Love One Another!

Much has been said and written concerning teacher-teacher relations. In our opinion rapport is probably much better among the members of the average school faculty than among other groups of people closely associated in an occupation, and the teachers in a Christian school have double reason to "be kindly affectioned one to another with brotherly love." (Rom. 12:10)

Nevertheless the exacting duties of teaching, the complexity of the school situation, the great number of people involved, and the weakness of the human flesh give ample occasion for stress and tensions also among faculty members of the Lutheran schools.

Christian teachers will do all in their power to overcome professional jealousies. The surest way to security for the individual teacher is to strengthen the bond of fellowship, Christian understanding, and mutual helpfulness in the school faculty. A little encouragement and praise of one teacher to another will go a long way in building group morale.

Teachers have much opportunity to share educational materials and techniques with their colleagues. Experienced teachers may contribute from the riches of their experience. New and beginning teachers may add new techniques, vigor, and enthusiasm. In that way, all may grow professionally, grow more active and strengthen the bond of comradeship.

One of the best ways to gain good will and understanding from a fellow worker is to ask him for advice or assistance and to respect his points of view and opinions. Respect for one another's contributions to the common cause cements good will and understanding. A teacher who considers the effect of his actions upon others with whom he is working is not likely to irritate his associates.

A harmonious school faculty provides for a united front. It gains respect and loyalty for the school in the congregation. It has a wholesome influence on the children, and it brings joy into the teaching profession.

The chief reason for good teacher-teacher relations is the fact that God wills it. "Behold how good and how pleasant it is for brethren to dwell together in unity!" (Ps. 133:1)

A. H. KRAMER

Breaking the Lock Step on Pupil Progress

The elementary school pattern of a teacher per class per grade is receiving serious examination in hundreds of schools, according to a report of John I. Goodlad in the October 1958 issue of the *Elementary School Journal*. J. H. Hull in the July 1958 issue of the *Nation's School* reports a three-year study of increasing the spread and speed of learning through combining grades in a "multigrade" program. These efforts at improving elementary education have a significance for all elementary education.

Past efforts to deal with the wide range of pupil ability in a given class included homogeneous grouping of pupils and departmentalization. Homogeneous grouping proved to be a fiction because, whatever the criterion for homogeneous grouping, the groups remained heterogeneous for all other criteria. Departmentalization helped utilize special teacher competency and interest but did not help deal with the range of individual differences in pupils.

The new efforts to deal with varied pupil abilities include the nongraded plan, co-operative teaching plans, and the multigrade plan. The nongraded

plans provide for flexible pupil groupings to deal with varying abilities in the several subject areas. The co-operative teacher plans provide for the use of a teacher team of three persons. The team deals with as many pupils as they would on a teacher per class grade, but they plan together and work together for the larger group. The multigrade plan is the deliberate structuring of grades 1-3 and grades 4-6 in multigrade class organizations even though there were sufficient pupils to assign a teacher per class per grade.

The problem of dealing with individual differences is a persistent one. Teachers in Lutheran schools must also deal with the question: How shall children be grouped in the various grades and classes? While the typical Lutheran school has a multigrade situation, this, too, can be a lock-step situation on pupil progress if rigidity of grade structures leads to rigidity of pupil grouping and prevents attention to individual differences. For example, if all pupils of a given grade use the same readers, engage in the same activities, and are assigned the same drills, the differences among children are being ignored. The essence of successful dealing with groups is to have a variety of activities and materials to cover the spread of interests and the range of abilities.

At times some patrons of Lutheran schools and perhaps also some teachers have regretted the multigrade situation and wished for the pattern of a teacher per class per grade. The experimental program reported by Mr. Hull provides evidence that more learning takes place under the multigrade organization than under the traditional system of single grades.

An effective program of Christian education in Lutheran schools requires attention to the matter of pupil grouping. Principals and teachers have the professional task of dealing creatively with this problem.

ARTHUR L. MILLER

To Teach With!

(taken from a second-grade reader)

Mother called Tom and Susan into the house
for dinner.

"Bring your wagons into the yard," said Mother.

"Daddy and Jane are at the table."

Tom and Susan went into the house.

"Dinner time," said Daddy.

After they had washed, Tom and Susan sat
down at the table.

"Tom, will you say our dinner prayer?"
asked Daddy.

"Come, Lord Jesus. . . .

(taken from a sixth-grade arithmetic book)

7. Bill and Tom made \$32.50 selling apples. They divided their money equally. Tom put \$1.50 of his money into his Sunday school envelope and the rest into his savings account. How much did Tom save?

(taken from Unit 8 of the fifth-grade speller)

catechism

Lutheran

liturgy

triune

The excerpts above are taken from nonexistent elementary school textbooks — textbooks of a type that would certainly thrill every Christian teacher concerned with teaching boys and girls not just reading, arithmetic, and spelling but a way of life. The way of life to which we refer is not a veneer or coating added to the normal pattern of human existence but the very core about which the Christian life revolves.

The instructional materials being used by Lutheran schools are for the most part identical with those of public education. This means that the Christian teacher must utilize every imaginative and creative faculty at his disposal in an effort to bring in the Christian way of life. But this is only a partial and haphazard means of accomplishing the goal. Supplementing the reading lesson with a story of a religious nature, adding words of religious significance to the list of twenty to be studied in a given week, supplying a set of arithmetic problems of a religious character are all useful devices, but they remain largely as appendices to the regular texts. Even the child of meager talents will grasp the subtle implication that the Christian way of life is something to be added or appended to the rest of life — an implication which is unmistakable and unavoidable.

The textbooks used to teach the basic skills have a content from which children by the concomitant process learn a value pattern. If content were altered (as it has been above) to include a portrayal of the Christian way of life, then, even if attention were not drawn directly to these sections, the impact upon the young learner would be obvious.

Christ-centered schools? YES, but let's be about getting the tools needed to do the job we want done. These tools are Christ-centered materials to teach with!

R. L. R.

How Foreign Are Foreign Missions?

Distance does not always lend enchantment to the view. Foreign missions can be exceedingly foreign to our minds and hearts. We can be so obsessed with our mission activities "in Jerusalem and in all Judaea, and in Samaria" that we have little left for "the uttermost part of the earth." New Guinea, Hong Kong, Guatemala, Korea seem so far away that it's easier to refer them and their needs to a Board for Foreign Missions and say: "You take care of them; we're too busy taking care of ourselves."

Interest and effectiveness in foreign mission work begins with the individual Christian. Luther has properly reminded us that the "kingdom of God comes indeed" to foreign lands "without our prayer." But our Lord taught us to pray, "Thy kingdom come," so that this kingdom "may come to *us* also."

It has been said that "unless the Christian Church is indispensable, it is inexcusable." Unless I believe that Jesus Christ is the Way, the Truth, and the Life and that no man cometh unto the Father but by Him, I will not feel compelled to respond to the great commission to evangelize the nations. The more God's kingdom comes to us, the more, and the more quickly, it will come to others through us.

Christian teachers who wish to stimulate interest in, and support of, foreign missions had better begin by impressing the Gospel on the largest and most vital "mission field" in the world -- the heart of the child of God.

Foreign mission work begins at home, in the heart of the Christian who prays with meaning, "Thy kingdom come." Teach that meaning, and the irrepressible character of the Gospel will force the conquered heart to testify by word, and deed, and gift, and prayer to Christ the King. M. L. K.

From Rags to Riches

Our country is a land of waste. Probably most families in America discard piles of rubbish every week. Here and there a "queer" individual may recognize potential value in some of the trash and pick it up. A lady of our acquaintance tells of a janitor who inspects the garbage bundles thrown out of the apartments in his building and salvages the edible portions for his daily meals. This janitor, the lady maintains, is a millionaire.

Every week the town scavengers collect, from practically every house, magazines, papers, empty cartons, and cans. We see no possibility of using any of these things, or of transforming them into utilitarian, decorative, or recreational articles.

Our great-grandparents (perhaps even grandparents) were not only more frugal but more inventive. While they did not often envisage esthetic adaptations, they did turn much used material into practical gadgets and toys. What has caused the atrophy of insight into the intrinsic worth of substances and the decay of aptitude for utilizing them in individual ways? Industrialization? Urbanization? Wealth? Natural indolence? Television?

We are told that children of today are not the happy youngsters of

yesterday. Fifty years ago we *never* had to ask: "Ma, what can I *do*?" and "Pa, what can I *play*?" The girls learned to bake figure cookies, to sew, knit, tat, crochet, or embroider from mother and from each other. Many also made their own dolls, playhouses, candle-lit color trains (shoe boxes), and flower chains. We boys made our own toys and sports equipment without even a nickel from Dad. We could always find the necessary parts somewhere around the house.

We made bows and arrows, wagons, sleds, windmills, weathervanes, playhouses, whistles (willow branches), and kites. This is only a partial list. But show us the child today under 14 who even thinks of making a fraction of these things himself.

What will it all lead to? Ignorance and disregard of the potential art elements in all substances and an ever-growing chain reaction of waste. There must come a halt and a re-evaluation of materials that pass through our hands in modern living. This will at the same time tend to establish an area of active, thought-provoking interests in children that can successfully rival the thought-destroying influences of radio, TV, or other passive pursuits.

What people are able to do with scrap will have appeal and bring satisfaction in the degree to which it will be artistic. This is not so forbidding a task as you may think. Artistic products can be very simply and easily made. They do not have to be deeply involved and highly complex. A work of art is merely something in which physical and plastic elements are put together in an unusually pleasing and gratifying manner.

The physical elements can be anything from ivory to potatoes, from silk to rags, from parchment to paper bags, from velvet to burlap. All of these substances possess the plastic elements: line, space, color, texture, and form. No matter how humble, they all have those intangible qualities which constitute a work of art when arranged in one particular way or another.

Everything depends on the way these elements are organized on any given surface or in any given space, in other words, on the relationships they have to one another and to the arrangement as a whole. Are these relationships significant, appealing, surprising? The human spirit craves repetition of elements, but with variation; it appreciates balance, but not too obvious balance; it expects rhythm and sequence, but not without some opposition; it wants to see unity and dominance, but without losing sight of subordinate parts.

When such an arrangement has been achieved there is not only the immediate pleasure of sensing the dynamics of interacting relationships but the more enduring satisfaction of having created an artistic entity from raw materials, of having ennobled and enhanced the value of despised substances — of having changed rags to riches.

E. H. DEFFNER

Lutheran Schools in American Education

WILLIAM A. KRAMER

AMERICAN SCHOOLS HAVE MUCH IN COMMON

American schools have many things in common. *For example:* All try to instill a spirit of learning and to equip students with the tools and techniques of learning. They emphasize good citizenship in home, community, state, and nation. They give health instruction and health training. They promote character development and responsible conduct at work and at leisure. They teach fundamental skills required for useful vocations. They teach essentially the same school subjects.

A closer examination, however, reveals also significant differences in educational philosophy and objectives. And these differences induce some Americans to support their own schools, even though their communities maintain good public schools.

People who maintain nonpublic schools have every reason to work for public school welfare. Self-interest alone should be enough to induce this support. The country's welfare demands it. On the other hand, a public school educator's interest should include also the nonpublic schools, which serve the nation's welfare in a manner all their own. American education will be the beneficiary of the mutual interest and concern between the different educational systems.

ENROLLMENTS IN NONPUBLIC SCHOOLS

Nonpublic schools include private and church schools.

School Life (October 1957) reported a large increase in nonpublic school enrollments over a 12-year period. In 1943 1 child in 10 from kindergarten through Grade 8 attended a nonpublic school; in 1949 1 child in 8, and in 1955 1 child in 7, was so enrolled. During the same 12 years the proportion of secondary-school students in nonpublic schools rose from 1 in 14 to 1 in 9.

These increases nearly doubled nonpublic school enrollments between 1943 and 1955. Nonpublic elementary school enrollments rose from 2.1 million to 4.1 million; nonpublic secondary school enrollments from 446,000 to 860,000. Roman Catholic schools account for nearly 90 per cent of nonpublic school enrollments.

School Life attributes the increase in part to the recent years of prosperity and to increasing urbanization, both of which make maintenance of private and church schools easier. The publication also suggests that the integration issue may have affected the increase.

The report omits mention of religious motivation for nonpublic schools and may be partly wrong on the integration influence. The years prior to the court rulings on integration apparently show a larger increase than later years. The Lutheran Church — Missouri Synod would certainly disapprove using Lutheran schools to avoid attendance at integrated schools.

An explanation is in order here. The Lutheran Church — Missouri Synod has its headquarters in Mis-

souri, but it has churches throughout the United States, in Canada, in Latin America, and in other parts of the world. My references to Missouri Synod schools include North America only.

PROTESTANT SCHOOLS

Missouri Synod elementary schools form by far the largest Protestant school system. In number they comprise about 36 per cent of Protestant schools. Some other Lutheran bodies also maintain schools. All Lutheran schools together constitute about 45 per cent of the Protestant total.

The interest in schools among some Protestant churches is strong. The National Union of Christian Schools (Dutch Reformed) and the Seventh-Day Adventist Church each operates a school system of about 40,000. Mennonite, Baptist, Quaker, Presbyterian, and Episcopalian churches operate some schools. The total enrollment in Protestant elementary schools is close to 300,000.

SCHOOLS OF THE LUTHERAN CHURCH — MISSOURI SYNOD

The 1957 enrollment figure for Missouri Synod elementary schools is above 132,000 in North America. This figure includes a few small schools in Canada. Elementary schools in North America number 1,257. Elementary school teachers in North America number over 4,500, about 2,000 men and 2,500 women. The enrollment increase has been between 5,000 and 7,000 annually in recent years. About one third of our own children attend our own schools, the rest attend the public schools.

Lutheran churches maintain their schools for their own children and for

others who may want to enroll. Some pupils in Lutheran schools are from unchurched homes, while some belong to other churches. About 15 per cent of the enrollment is non-Lutheran.

About 35 Lutheran elementary schools are "central schools," that is, schools maintained by more than one congregation. Some of these schools have come about through consolidation. Some are schools established by a number of congregations some of which had no schools previously.

Congregations of The Lutheran Church — Missouri Synod maintain 14 high schools. This number does not include the secondary school departments in colleges operated by the Synod. The high schools are in larger communities where the Lutheran constituency is strong enough to establish and maintain them. In St. Louis, for example, some 50 congregations join in maintaining two Lutheran high schools, with a third in prospect.

TEACHER TRAINING

The Lutheran Church — Missouri Synod engaged in teacher training when so-called "normal" schools were still rare. It observed its teacher training centennial in 1957. Teachers in Lutheran schools before 1857 had come from Europe, were trained privately, or came out of small seminaries that trained pastors and teachers in an identical program. Most teachers, in fact, were the pastors of congregations. In 1857, when the church totaled only 20,000 members, scattered in 144 congregations, it opened the first separate teacher-training department under church auspices in Fort Wayne, Ind. Later

this institution was moved to Addison, Ill., and still later to River Forest, Ill. Concordia Teachers College there is a four-year accredited teachers college with an enrollment of over 800. Graduate courses are taught in the summer school. A second four-year accredited teachers college with high school department is located in Seward, Nebr. The enrollment here is over 600. Nine junior colleges include preteacher training in their programs.

Practically all the men teachers in Lutheran elementary schools are graduates of the two teachers colleges. Many women teachers come from other colleges and universities, but these also are expected to be able to uphold the distinctive objectives of Lutheran schools.

The teacher shortage affects Lutheran schools as it does other school systems and calls for adjustments similar to those made by other school systems.

Men graduates of the two teachers colleges are "ministers of religion" in the eyes both of the church and of government agencies.

LUTHERAN SCHOOL HISTORY

The public schools developed largely between 1825 and 1850. Church schools and private schools antedate the public schools in America by 200 years.

Missouri Synod schools also antedate most public schools. Some of them were founded in the 1830s. A group of 600 German Lutherans came from Saxony, Germany, to Saint Louis in 1839, when the city's population was 16,000. At that time Saint Louis had only one public school,

a two-room school. This St. Louis public school seems to have been the only public school in the entire state of Missouri.

The majority of the Saxon immigrants later moved to Perry County, Mo., which is across the river from Randolph County, Ill. These German Lutherans were so concerned about their children's Christian education that they conducted school daily on board ship while crossing the Atlantic. On arrival they conducted school in rented quarters. The oldest Missouri Synod school is St. Matthew's, New York City, which goes back to 1753.

Most Lutherans who came to America were either Germans or Scandinavians. All of them originally conducted schools, as did other Protestants. The first Lutheran school was Swedish. By 1813, 52 Lutheran congregations maintained 164 schools. By 1820, 84 congregations had 206 schools. These schools were mostly in New York, Pennsylvania, and Virginia.

The Lutherans of German origin, especially The Lutheran Church — Missouri Synod, placed more emphasis on their schools than others and were therefore more successful in preserving them. As a result, the Lutheran schools were often called German schools, sometimes long after they discontinued teaching German. Most of the schools discontinued teaching German soon after World War I, if not earlier. Today's emphasis on the need for foreign languages finds public schools and Lutheran schools in the same position. Both must start from scratch to intro-

duce any foreign language they may want to teach.

(*An interesting fact:* In 1877 the St. Louis Board of Education published an annual report of nearly 250 pages in German. At that time more than 18,000 pupils were taking instruction in German: 12,000 of German parentage; 6,000 others.)

LUTHERAN SCHOOL MAINTENANCE AND SUPPORT

Financial support for Lutheran schools comes from the supporting congregations through freewill offerings. In exceptional cases congregations charge tuition. Parents of non-member children are encouraged also to make freewill offerings.

Lutheran high schools generally get about 50 per cent of their operating expenses from direct contributions of supporting congregations and about 50 per cent through tuition.

The Lutheran Church — Missouri Synod does not favor state support of parochial schools. A report adopted officially by this church in 1944 distinguishes between two aspects of the state's school program:

"1. The social service program (library service, lunches, health service, transportation, etc.)

"2. The teaching program (curriculum, teaching, philosophy of education)."

1. *Social Service Program.* The Missouri Synod states its official point of view in these words: "The social service program is administered through the schools because schools offer the easiest access to children. . . . [The social service program does not] contribute consciously and directly to

the building up, the integration, and implementation of a philosophy of life. . . . [It] should in equity be available to all children of school age irrespective of their school association, just as in the case of public library service. . . . The state can grant to children in church schools this program, since rendering this service does not promote the religious tenets of the church . . . all conditions germane to the program can be observed without sacrifice of sovereignty on the part of the state or sacrifice of principle on the part of the church. Hence the church can accept this program as it is offered and may even be within its rights in demanding it."

2. *Teaching Program.* The report outlines in some detail that the teaching program is concerned with character-forming precepts, motives of action, and principles of life. It holds, first, that the church may not subject its Christian teaching program to state supervision, control, and direction; and, second, that state supervision, control, and direction would almost inevitably result if the state were to subsidize the program. The argument that the state could subsidize the so-called secular branches but not the religious teaching is termed "specious and invalid," because "secular branches are taught in the light of the religious tenets of the church."

The final conclusion of the church body is this: "Because it is most unwise for the church to accept such subsidy for its teaching program, even though the right to control has been waived by the state, we as citizens should not agitate for state support

but oppose the granting of state funds for sectarian use." (Quotations from *Proceedings*, 1944, pp. 132-134)

THE NATURE AND PURPOSES OF LUTHERAN SCHOOLS

Lutheran schools are church schools. They are maintained to achieve the purposes of the church which conducts them. That is, they are Lutheran in character.

Obviously, Lutheran schools teach the Christian religion as Lutherans understand it. In Lutheran teaching, faith in Jesus Christ, the Savior from sin, is central. Lutheran schools spend about an hour each day in teaching religion, especially the Bible and the Lutheran Catechism. This time includes a brief worship period. Children in Lutheran schools also sing Christian hymns every day. They study church history and keep abreast of current church events. But these activities reflect the distinctive nature of Lutheran schools only in part.

The distinctiveness of the Lutheran schools shows itself also in the teaching of the general school subjects. Not that Lutheran schools subvert the nature and purpose of the general school subjects, or that they teach Bible, Christian hymns, or Christian art all the time. Science remains science, geography remains geography, history remains history, physical education remains physical education, and so on. Each of the general school subjects has its own nature and purpose. But through each runs the thread of a Christian point of view which is brought home to the child.

Supporters of Lutheran schools look at general education this way:

God gave man the command and the power to subdue the world. A statement on this point appears in Genesis 1, the first chapter of the Bible. God, as it were, turned the world over to man and said: "Take this world, and make it as useful as you can. Everything is yours for food, comfort, and enjoyment: the animals, the plants, the minerals. I have given you intelligence and an inquiring mind. Discover and invent all you can, and make the earth and its products useful to yourself." But the Bible also makes it perfectly clear that man's rule of the world should serve God's will and God's glory.

We believe that whatever branch of knowledge a person pursues, whatever thought or action a person engages in, he must conform to God's will and serve God's purposes. This point of view, we believe, provides a unitary approach to education and makes it Christian.

Besides direct teaching of religion, worship, and teaching the general school subjects against a Christian background, the Christian training factor is also important to Lutheran school supporters. Objectives of education always deal with knowledge, attitudes, and conduct. Education always includes instruction and training. For that reason the Christian training given in Lutheran schools is an important part of the program. The Lutheran school provides an environment where teacher and pupils are Christian, where both are of the same faith, where the Bible can be taught and applied to the daily problems of life, where pupils learn both by Christian precept and by Christian

example. Admonition and correction are in keeping with the Christian instruction. This kind of instruction not only serves religious purposes but makes for good citizenship.

Direct instruction in religion, training in worship, development of a Christian world view, and daily Christian training are, then, the chief reasons for Lutheran schools. The congregations maintaining these schools try to impart knowledge of the Bible, Christian convictions, and a Christian way of life. Whether or not you accept the foregoing point of view as valid, you will agree that it is distinctive. Many public school teachers, of course, share the underlying Christian point of view, but public schools are founded on a principle which prevents their teachers from espousing Christian views in their instruction. Our public schools must hold to their avoidance of denominational teaching just as Lutheran schools must hold to their teaching of Christian and Lutheran principles.

TEXTBOOKS FOR LUTHERAN SCHOOLS

The Lutheran Church — Missouri Synod has high ideals in textbooks. It produces all textbooks used in the religious instruction. We produce some text and workbook materials in content areas where establishment of the Christian doctrine is especially important. We make no attempt to cover all areas. Each year we publish a list of recommended books which best meet the needs and requirements of Lutheran elementary schools. This list includes both textbooks and professional books. In its own publication program the church body empha-

sizes a course of study and other professional publications which help to establish the Christian emphasis for the entire curriculum.

THE FUTURE OF LUTHERAN SCHOOLS

Expansion of nonpublic schools depends on many factors. Principally, however, it depends on a conviction regarding Christian education, financial ability, and an adequate supply of qualified teachers. The Lutheran Church — Missouri Synod could no doubt open more schools immediately if the teachers were available to staff them. Other churches have similar problems. Like the Missouri Synod, they make every effort to increase the teacher supply and to solve other problems.

Church schools will likely always form a minority group in the United States. But they are and will continue to be an important minority. Though they play an important part in American education, church schools are not in competition with the public schools. They simply provide a type of Christian education for their pupils which no other means can achieve.

Lutherans admire the public schools for their work, seek their welfare, and wholeheartedly support their efforts. Public school teachers and administrators have shown a commendable understanding of Lutheran schools and have given them noteworthy co-operation in areas that concern both systems. As public and nonpublic schools flourish side by side, they can learn from each other, stimulate and support each other, each serving its own purpose to the best of its ability. Both will be the richer for it.

Have You Tried This in Your Arithmetic Classes?

(Suggestions for Grades 1—6)

MARTIN PIEPER

1. *Readiness Tests for Beginning Children (Kindergarten or 1st Grade).*

— While readiness tests may be used on all grade levels, there is a special need for them with children entering school for the first time. It is at this point that we frequently begin working with the children as though they knew nothing about numbers and number work, or as though they had all been brought up to the point where our little workbook begins. Both of these are easy ways out for the teacher. By so doing we often (a) spend needless time on what the child already understands; (b) lose his interest before we get to something which really challenges him. If you are lacking materials for the preparation of such devices you might try one of the following sources:

Spitzer, H. A., *The Teaching of Arithmetic*. New York: Houghton-Mifflin Co., 1954.

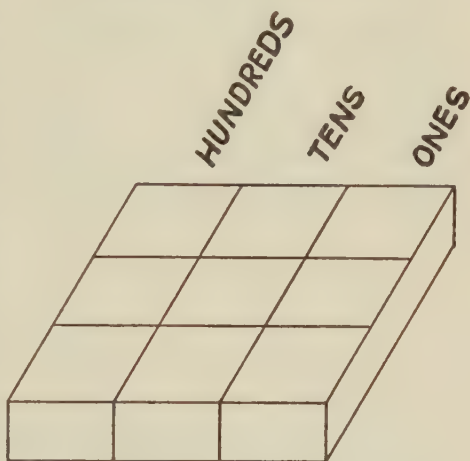
Rosenquist, Lucy Lynde, *Young Children Learn to Use Arithmetic*. Chicago: Ginn and Company, 1949.

Hollister & Gunderson, *Teaching Arithmetic in Grades I and II*. New York: D. C. Heath & Co., 1954.

2. *Individual Counting Boxes.* — In the primary grades many concepts can be developed if the children are supplied with individual counting boxes. The children may collect such materials as rubber hose washers, buttons, sticks from candy or ice cream bars. If each pupil has his own materials to work with, he can work along with the teacher or at his own pace — whatever seems best at the time.

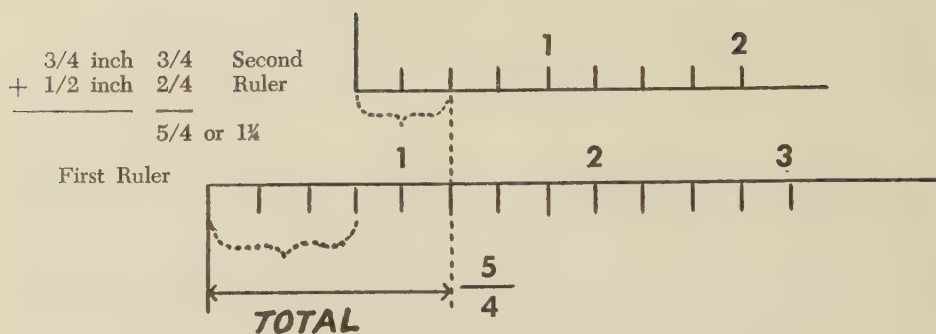
When the work is completed, the boxes can be readily shelved until the next lesson.

3. *Place Value Box and Colored Counting Sticks.* — The sticks can be used individually, in bundles of 10,



or 10 bundles of 10. By having three rows in the box, addition and subtraction examples can be acted out and later put down in written form.

4. *Division from Right to Left.* — One day as the writer was working with a fifth grade, he was surprised by the following pupil observation. "When we add, subtract, or multiply, we always work from right to left; but when we work with division, we begin from the left. Could we do our division examples from the right also?" The reason for the surprise was that the pupil who came up with the idea was one whom you would not readily credit with this much interest and thinking ability. Below are



(Note: Rulers may be reversed.)

a number of illustrations of what was tried.

$$\begin{array}{r}
 20 \\
 1 \\
 \hline
 21
 \end{array}
 \begin{array}{r}
 9 \\
 3 \\
 \hline
 12
 \end{array}
 \begin{array}{r}
 1 \\
 33 \\
 6 \\
 2 \\
 \hline
 42
 \end{array}$$

$$\begin{array}{r}
 2 \overline{)42} \\
 \underline{2} \\
 40 \\
 \underline{40} \\
 0
 \end{array}
 \begin{array}{r}
 12 \overline{)144} \\
 \underline{12} \\
 36 \\
 \underline{36} \\
 0
 \end{array}
 \begin{array}{r}
 3 \overline{)126} \\
 \underline{3} \\
 18 \\
 \underline{18} \\
 0
 \end{array}$$

Out of the discussion that followed it was not only evident that new insights had been gained into place value, but our present system was more fully appreciated. It does not necessitate the writing of an answer in four parts.

5. *Keeping Your Columns Straight in Decimal Multiplication.* — While one would not necessarily begin with an example as difficult as the one below when showing this to children, it will serve our purpose better be-

$$\begin{array}{r}
 A \quad 3.24 \\
 \times 2.4 \\
 \hline
 1296 \\
 648 \\
 \hline
 7.776
 \end{array}$$

$$\begin{array}{r}
 B \quad 3.24 \\
 \times 2.4 \\
 \hline
 .016 \\
 .08 \\
 1.2 \\
 .08 \\
 .4 \\
 6. \\
 \hline
 7.776
 \end{array}$$

cause it is sufficiently inclusive. B illustrates A if the columns are kept straight.

This is a unique way of emphasizing place value. If the optional column is also used, the common fraction way of writing can be reviewed at the same time.

6. *Using Two Rulers for the Addition and Subtraction of Fractions.* — See illustration above.

7. *Practicing Addition by Using Squares with Missing Numbers.* — The sum of the three numbers in each row, each column, and each diagonal should be 33. What numbers should be placed where the x's are?

Similar squares and many other exercises and games may be found in a book by Herbert Spitzer called *Practical Classroom Procedures for Enriching Arithmetic* and published by Webster Publishing Company, St. Louis, Mo.

Decimal Fr. Way	Common Fr. Way (Optional)
(.4 × .04)	(4/10 × 4/100)
(.4 × .2)	(4/10 × 2/10)
(.4 × 3)	(4/10 × 3)
(2 × .04)	(2 × 4/100)
(2 × .2)	(2 × 2/10)
(2 × 3)	(2 × 3)

13	X	X
X	11	X
X	19	X

8. *Subscribing to "The Arithmetic Teacher."* — A very helpful magazine for elementary school teachers. You will be kept up to date on current

happenings in the teaching of arithmetic. There are reviews of texts, films, filmstrips, and teaching aids besides many enlightening articles on the teaching of arithmetic. The magazine can be ordered from the National Council of Teachers of Mathematics, 1201 16th St., N. W., Washington 6, D. C. The subscription price of \$5 includes membership in the council.

NOTE: If any of the readers of our journal have had some satisfying experiences in teaching arithmetic, please drop the writer a note explaining it. Should enough replies be received, he would be glad to share these suggestions with our readers, giving credit to the contributors. It would also encourage him to offer further suggestions for grades 7 and 8.

FITLY SPOKEN

— Prize fruit remains at the top of the tree because it is safer there from lazy pickers.

— The Joggerfy Lesson: The world of failure is divided North and South by lines of lassitude; East and West by lines of loungitude.

— It pays to get along with some people amiably, and to get ahead of others that won't be amiable.

— When a mother starts her offspring off to school, the tear in her eye may be for the teacher!

— God has given us two hands — one to receive with and the other to give with. We are not cisterns made for hoarding; we are channels made for sharing.

— It seems that if some people did not get knocked flat on their backs once in awhile, they would never learn to look up.

— Believe it or not, opportunity will look for you if you're worth finding.

— Only two things come to him who waits — whiskers and bills.

— When there is nothing more to be said, depend on it — some boob will say it.

— Every man is a fool for at least five minutes a day. Wisdom consists in not exceeding the time limit.

— If the musical selection is so butchered up you can't tell what composer it was stolen from, it's *modern!*

— The business that is always on the square has a large circle of friends.

— The little down needed to feather the newlyweds' nest is usually plucked from the parental bosom.

— Keep looking back longingly, and pretty soon you'll find yourself going that way.

— The secret of happiness is not in doing what one likes, but in liking what one has to do. — SIR JAMES BARRIE.

A MEMO FROM MO

January 1, 1959

DEAR HARVEY:

A minor irritation of the new year's season is that all the wise men are busily compiling and publishing resolutions for other people to keep. I suspect that most of the lists are the products of a very simple process: One, review the past year and determine what you didn't do that you should have done. Two, package your findings into neat little statements. Three, preface your statements with a guarantee that anyone who adopts them as life principles will live happily ever after.

Well, one thing I didn't do enough of last year is read. Books, I mean. Both fiction and nonfiction, and especially books bearing on education.

On the other hand, I did do more reading than ever before. In part, because I determined to use every available spare moment for reading. And I amazed myself. I had more spare moments than I realized. Riding buses. Waiting for my number to come up at the meat counter. Lolling in the car while the spouse went shopping. All of which netted me 15, 30, 40, even 60 extra minutes a day, hundreds of extra pages, and a new idea or two.

Reading is indispensable for even the busiest of teachers. Here I like to think of the professor who periodically greeted his colleagues and students with "And what are you reading these days?" This diplomatic needler knew that life continues only where there is growth. And growth is possible only where there is a regular intake of nourishment.

Now, of course, the ancient man of God was right when he complained that "of making many books there is no end." This means simply that today's reader needs to be highly selective. Selective, however, not in the sense that he reads only those items on the best-seller or book club lists. Rather, selective in such a way that he builds a growing fund of information and insight that will enable him to be an increasingly effective servant of God and of God's people. This requires regular heavy doses of the best in his area of special interest and skill, spiced with periodic swallows of the strange, the enticing, and the exotic. In either case, remember that a person does well to occasionally read a book that no one else is reading.

Take earlier today, for example. I finished a little 118-page book that deals with one of the Christian educator's key concerns. *Patterns of God's Truth* it's called. Frank Gabelein authored it, and Oxford University Press published it in 1954. Price, \$2.75.

In four penetrating chapters Gabelein takes up the matter of relating all education to God's truth. In other words, he proposes a pattern for effecting an integrated Christian education—an education which, incidentally, must embrace all areas of life, since "all truth is God's truth." His unifying principle is Christ and the Bible; his source of truth God's revelation in the Word and in creation.

But how can Christian education "do" this truth? That is, how can all subjects in a Christian school be related to the Christian frame of reference? Gabelein gets at the answer by developing two "approaches." One is through the teacher; the other through the subject.

Enough of summarizing. Maybe I've teased you just enough to get you to go out and pick up a copy. I hope so, for if you do, you may get an answer to that question you raised at our last teachers' conference. Remember? "Just how do I teach arithmetic from a Christian point of view?" you asked.

A happy new year of reading!

Resolutely yours,

MO

Some Ways to Stimulate Gifted Children

DONALD A. JANSSEN

Almost every classroom has one or more bright and gifted children. These children are a challenge to themselves and to their teachers because they challenge the teacher's patience, his initiative, and his pedagogical ability.

IDENTIFICATION OF THE GIFTED

Before a teacher can stimulate or motivate a gifted child, he must be able to identify him. Norma E. Cutts and Nicholas Moseley classify exceptionally superior students into three categories, "bright," "gifted," and "talented." They point out that these terms are not synonymous. They state:

In general, we think of bright pupils as those capable of profiting from a college education and of doing well in any career which they may choose. When we speak of the gifted, we mean pupils whose potentialities may be greater than those of the bright, but we do not separate the bright from the gifted in any hard or fast manner. The talented, in our use of the phrase, are all pupils who show unusual ability along non-academic lines and are capable of profiting from advanced instruction and of making a career in their special field. The common denominator is the capacity for superior achievement and superior service.¹

This definition gives us some criteria for identifying the exceptional or gifted child. However, actual selection is usually dependent upon class-

room observation and/or group intelligence tests. These methods may not be the most exact, but they are helpful. The Educational Service Bureau of the University of Pennsylvania gives eleven methods or ways of identifying the gifted. They are:

(1) Group intelligence tests, (2) individual intelligence tests, (3) reading tests, (4) teacher judgments, (5) peer judgments, (6) special aptitude tests, (7) cumulative records, (8) early choice of career, (9) parental observation, (10) case studies, (11) free-expression compositions.²

The same source states that gifted children are healthier, mentally superior, enthusiastic, and able to adjust easily. Besides accepting responsibility they also enjoy individual and group projects.

CHALLENGE OF THE GIFTED

It was mentioned earlier that exceptionally bright children are a challenge to themselves and to their teachers. Some teachers regard such children as freaks rather than children who need special help. Gifted children have a high ability to generalize, an excellent memory span, good reasoning ability, and a fine vocabulary. They have an unusually wide range of interest and, when challenged, an unusually long attention span. Their initiative and originality are likely to be extremely high.³ By keeping these

² *Guiding Your Gifted* (Philadelphia: University of Pennsylvania, 1954), pp. 2, 3.

³ Henry P. Smith, *Psychology in Teaching* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1954), pp. 423, 424.

¹ *Teaching the Bright and Gifted* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957), p. 3.

traits in mind, teachers will usually be able to identify them.

The gifted child needs to be challenged. He needs a teacher who will provide him with enrichment activities, who will guide him in the paths of intellectual exploration, and who will, whenever possible, spare him the boredom which comes from the study of things he has already learned.

ENRICHMENT FOR THE GIFTED

The remainder of this article will be devoted to illustrating ways in which the curriculum of the gifted child may be enriched so that it will be a challenge to him. Two subject-matter areas will be selected for each grade level for grades 1-8. Different subjects will be treated at each level in an attempt to avoid boredom and to illustrate a wide range of possibilities toward curriculum enrichment for above-average children.

Grade One.—Since first attempts at reading and writing usually come in the first grade, these subjects will be used to demonstrate enrichment activities at this grade level. One author lists several objectives for teaching reading. "The development of critical thinking with sincere objectivity and an increase in ability to observe and evaluate,"⁴ is included in her list of objectives. This goal would seem to be one especially applicable to exceptionally bright first-grade pupils. Another writer cites the ability to evaluate and to solve problems as important objectives for the language arts, which include reading.

⁴ Ruth Tooze, *Your Children Want to Read* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957), p. 90.

Children as well as adults need to stop now and then to ask, "Where are we now? How much have we accomplished? Are we satisfied with it? What do we need to do next?" Through guidance in evaluation, children learn to note strengths as well as weaknesses and to commend the good points of a piece of work before commenting upon or criticizing the unfavorable points. The solving of problems is done democratically in a modern classroom if the problems are within the children's ability. "Is it wise to run about in the classroom when there are so many sharp corners on furniture?" "John's costume does not fit, and the material has all been used, what can we do about it?" . . . These are all problems which might arise in any primary classroom. Solving them calls for clear recognition of the problem, thinking of and searching for solutions, working through methods agreed upon and evaluating the end result.⁵

The sharing period would be typical of a creative activity which achieves the previously mentioned goal or objective. For the precocious child, preparation of a reading chart about the information to be shared or the object to be shown would be a creative experience which would help teach writing (manuscript) and reading. Reading from the chart would serve two purposes. It would give the gifted child a sense of accomplishment, and it would increase the desire of all members of the class to read well. This activity might be reserved for the latter part of the first grade.

Grade Two.—Arithmetic and art might easily be correlated as a means

⁵ Ruth G. Strickland, *The Language Arts* (Boston: D. C. Heath and Company, 1951), p. 105.

of creative expression on the second-grade level. Creative expression through these subjects could well bring about enrichment for the gifted individual. Arthur L. Miller lists "an appreciation of the meaning, use, and value of numbers in life" as one objective for the primary grades in teaching arithmetic.⁶ This would seem to be an objective for the primary grades, especially for those pupils of above-average ability. Viktor Lowenfeld suggests that art is a means of communication.⁷ Communication implies the expression of meaning, use, and value; therefore the exceptionally bright child might express his concept of numbers through a medium of art such as drawing. A creative activity for gifted children correlating these subjects might include drawing a room seating plan and formulating addition and subtraction problems dealing with the number of children in each row, the number present and absent, etc. An exceptionally bright child might learn to draw the classroom diagram to scale with special help from the teacher.

Grade Three. — "Once the child enters school, language is the medium for exchanging ideas, for identifying himself as a person, and for developing relationships with his teachers, with children, and with adults. He continues to make use of language throughout the rest of his elementary

school life."⁸ A creative activity for the third grade might well be a tape recording of the child telling a story, giving directions for a project, or explaining how something works. This should be played back for evaluation by himself, his classmates, and the teacher. This activity, which implies that the pupil knows how to operate a tape recorder, would be achievement beyond the ability of most third-grade pupils.

Language also involves the meaning of words and the concept a child has formed from hearing a particular term or word. The study of geography involves an understanding of many terms and words involving location, shape, distance, etc. "It is difficult in a civilized society to exaggerate the importance of concepts and the words through which they are conveyed. Words are the identification labels for objects, experiences, and ideas; they are the vehicles of communication; they are the raw materials for thinking; they are the indexes of intelligence."⁹ The tape-recorded activity mentioned earlier might well be an explanation of geographical terms. Another activity which might challenge the gifted third-grade child would be a diagram or an outline map of his community giving locations of his home, community schools, churches, shopping centers, civic buildings, parks, historic

⁶ *Curriculum in Arithmetic for Lutheran Schools* (St. Louis: Concordia Publishing House, 1937).

⁷ *Creative and Mental Growth* (New York: The Macmillan Co., 1952), p. 126.

⁸ Virgil E. Herrick and Leland B. Jacobs, eds. *Children and the Language Arts* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955), p. 57.

⁹ Edgar Bruce Wesley and Mary A. Adams, *Teaching Social Studies in Elementary Schools* (Boston: D. C. Heath and Company, 1946), p. 289.

markers, etc. The ingenuity, creative ability, initiative, and resourcefulness of the individual child would determine the scope of this type of project. A similar project might be a map showing types of topography, water bodies, or road surfaces (types of roads found in his community). The grade level would preclude going beyond the community area.

Grade Four. — Subject-matter areas for sample activities which would challenge gifted fourth-grade pupils are spelling and health. Dr. James A. Fitzgerald, in a chapter on spelling entitled "Children's Experiences in Spelling," states:

Many children are poor spellers because of one or more of the following: (1) They are not interested in spelling. (2) The right words have not been presented to them. (3) Time has been wasted by them in studying words they did not need or words they already knew how to spell. (4) An effective method has not been taught for learning to spell a word. (5) A well-planned spelling program has not been inaugurated. If a child studies the words he cannot spell when he needs them in his writing, by a method which provides efficient ways of learning and which informs him of success when he has mastered a word, he will generally succeed in learning to spell. If he finds that the time and effort he gives to spelling is rewarded with success, he will develop enthusiasm for spelling activities.¹⁰

Point 3 of Dr. Fitzgerald's discussion seemed most applicable to children who are gifted, since spelling might be a rather easy subject for them. Activities for exceptionally bright children should then be designed to

develop word power. Such activities should include studying the meanings of words; the importance of context (usage); homonyms, synonyms, and antonyms; word forms, derivation of words, and actually using the words in writing. Ask the fourth-grade child of exceptional ability to select words from his reader or some other classroom text which seem hard or difficult to him. Then ask the child to look up these words in a dictionary, find out all he can about them, and use them in writing sentences, paragraphs, or letters. Ask him to give you his word list for use as additional words which will be added to the regular spelling lesson for the week. If the list is long enough, it might be used instead of the regular assignment.

Health is a subject which lends itself to the unit method of teaching. Leta S. Hollingsworth suggests that each child prepare an individual and independent report covering the entire unit. This would serve as a culminating activity and as an enrichment of the unit. Her experience with gifted children indicates that this is a challenging activity inasmuch as many of the reports she received were well organized, original, thorough, and lengthy.¹¹

Grade Five. — Sample enrichment activities in religion and music are suggested for the fifth grade. Religion lends itself well to the unit method of teaching because it concerns itself with knowledge, attitudes, and con-

¹¹ Paul Witty, ed., *The Gifted Child*, The American Association for Gifted Children (Boston: D. C. Heath and Company, 1951), p. 63.

¹⁰ Herrick and Jacobs, p. 245.

duct. In this subject, as in other subjects, the curriculum may be enriched.

A production of a religious newspaper would also serve to enrich the Religion curriculum. The newspaper might include editorials on Christian living, spiritual growth, etc.; also cartoons illustrating the applications of Biblical truths to life. A question-and-answer column pertaining to daily problems confronting children in the school might be a part of this newspaper. Bible quizzes in the form of crossword puzzles would help to make the newspaper more interesting. The personal section could be used to record achievement by the pupils in Christian living. A critique of the newspaper by the teacher would be a means of evaluation.¹²

Music appreciation periods can easily be utilized for enrichment activities. Listening to a musical composition by some great composer would add emotional enrichment to the curriculum. Personal enrichment motivated by really concentrated listening would be a means of determining the effectiveness of the activity. Other possible activities might include a study of the life of the composer, a study of musical instruments, or a study of further developments in the field of music, composition, etc.

Grade Six. — Current events and social studies (combining history, geography, etc.) will be treated in this section on sixth-grade enrichment activities. The study of current events is important in the lives of children.

It seems perfectly clear that if we want our young people to be aware

of, and able to cope with, the world as it is and will be, they must be free to study all things as their curious, inquiring minds encounter them. There are, to be sure, many difficulties in the way of such learning. There is public pressure by parents and community members upon teachers to force them to keep the attention of learners focused on the past. This is in the hope that young people will not become aware of current problems and will not embrace any new ideas. . . ."¹³

Bright children in a class might well keep a wall map of the world up to date by basing their changes of the map on weekly current events papers. This would be an enrichment activity which would fulfill the need expressed in the preceding quotation from the *Civic Leader*.

Units in social studies for sixth-grade pupils should utilize community resources.

The resources of a community may be divided into (1) physical phenomena, such as hills, soil, roads, factories, mills, books, museums, and other material things and places which can be visited; (2) social institutions, such as families, parties, courts, unions, teams, and clubs; and (3) such intangibles as customs, ideas, beliefs, traditions, and attitudes. The pupils can appreciate these three groups or categories in proportion to their own maturity and experience.¹⁴

Gifted sixth-grade pupils might develop a community resources scrapbook, write special reports as additional activities.

Grade Seven. — Seventh-grade

¹² Donald A. Janssen, "Enriching the Religion Curriculum of Lutheran Elementary Schools," LUTHERAN EDUCATION, XCII (March 1957), pp. 326—333.

¹³ "Current History: Today's Imperative," *Civic Leader*, XXV: 18 (January 23, 1956), p. 1.

¹⁴ Wesley and Adams, p. 261.

pupils enjoy science and oral English. These subjects will be used for the development of activities for this grade level.

The success of Science in the elementary school is to no small extent the result of the work of many classroom teachers. They were experimenting with new content, new activities, and new methods long before the public became concerned about science instruction in public education. Their experimentation is the basis for the science instruction that is now a part of the education of thousands, yes, millions of children.¹⁵

An enrichment activity for seventh-grade science pupils is the production of a model solar system in the form of a mobile. This would be done to scale by using balloons covered with tin foil and correlated with a unit on the solar system.¹⁶

Speaking before the class is certainly a part of the language arts curriculum for Grade Seven. "What a person prizes, he does. What the teacher values, he teaches. The teacher who recognizes how irreplaceable oral language is in life helps children also to recognize the importance of what they say and how they say it."¹⁷

The development and presentation of a TV program might be a speaking activity for exceptionally bright chil-

dren. This would require a study of script form, of TV technicalities and requirements, besides providing actual public speaking experience. To assure the development of confidence and to help prevent embarrassment, pupils might present their program to the class for evaluation and suggestions.

Grade Eight.—The subject matter areas of United States history and citizenship were reserved for suggested enrichment activities in the eighth grade. The activity suggested for this level comes from a pamphlet entitled *Guiding Your Gifted*, issued by the University of Pennsylvania. This pamphlet would be helpful to any teacher seeking a source of suggestions for creative enrichment activities. The activity evolves from a unit study of eighth-grade history. Superior students could develop a chart for each unit studied by comparing colonial life, pioneer life, and present-day life. These charts might be arranged in three columns, giving the effects of a particular historical event upon the lives of people in the suggested period. They might be picture charts, graphs, or any other of a number of means of presentation.¹⁸ Citizenship is another subject which lends itself well to pictorial activities. A chart giving lines of authority in local, state, and federal governments is an example of such an activity. Another form of this activity would compare various forms of government such as democratic, republican, monarchic, etc.

¹⁵ Gerald S. Craig, *Science in the Elementary School Program* (Boston: Ginn and Company, 1956), p. iv.

¹⁶ This activity was successfully carried out by the writer's wife together with two pupils in a one-room school situation at St. John's Lutheran School, Nashville, Kans. This was an art project correlated with a unit on the solar system.

¹⁷ Herrick and Jacobs, pp. 123, 124.

¹⁸ *Guiding Your Child*, op. cit., p. 25.

SUMMARY

In summary, it might be said that the preceding suggestions merely explore the gamut of possibilities. However, it is a sampling which shows the possibilities in various subject matter areas and on all elementary grade levels.

It must be realized that gifted children are a challenge and that the cur-

riculum must be enriched for them individually as well as for the group. Teachers — especially teachers of the gifted — must remember that they are teachers of children with different needs. Teaching such children requires planning which will include goals for the class and supplementary goals for the gifted.

PEN SWIPES

● Remember the fable about the dog that boasted of his ability as a runner? One day he gave chase to a rabbit, but failed to catch it. The other dogs made all manner of fun of him. He retorted: "That rabbit was running for his life. I was running only for the fun of it — just to show off." Success in life depends upon the motive. If you are in the race merely for fun, or a meal ticket, you will not put the same energy into your running as you will if your ambition is deeper and more serious. Get the right *motive*, and your chances for attaining success will be much greater. — *Prism*.

° ° °

● A young school teacher in a remote section of the country was trying to explain the basic difference between the words "effort" and "work" to his class of youngsters.

"Effort is merely exertion, but *work* is accomplishment," he explained. "Look at me, pushing against this blackboard. No matter how hard I'm pushing against it I'm not moving it. I'm accomplishing nothing. My *effort* is great, but I'm doing no *work*. I could stand and push against this blackboard all my life. My wife could push against it all her life. Our children could push against it all their lives, but if the blackboard isn't moved any, regardless of all our effort, we would have done no work."

"But," said a youngster, jumping to his feet, "if you stand there pushin' against that blackboard all your life, how are you gonna get a wife and children?" — *Wall Street Journal*.

° ° °

● Varied and weird are the excuses students have offered, from time immemorial, to account for their absence from the classroom. It remained for a Virginia youth to come to bat with a brand-new one: "During the night somebody varnished the hall floor, so I couldn't leave my bedroom."

° ° ■

● Cheerful people, the doctors say, resist disease better than the glum ones. In other words, the surly bird catches the germ.

° ° °

● You can always tell an eight-year-old. But you usually have to tell him twice. — *Minnesota Journal of Education*.

° ° °

● It now costs more to amuse a child than it did to educate his father.

The ATA Magazine

Science as Viewed and Taught in a Lutheran High School

KARL H. HAUSER

In order that a teacher may properly instruct his pupils in the field of science according to the Christian point of view, he must himself be imbued with the Spirit of God to lead and guide him. The teacher must be a true Christian who prays to God daily for wisdom and understanding so that he may be able to teach the difficult subject of science without making wrong interpretations. The Christian teacher must know that without God he can do nothing and that God must lead and guide him. Because science is so complex, the teacher must pray God to send His Holy Spirit into his heart and into the hearts of the pupils, so that they may understand the true meaning of science and see that there is no conflict between true science and the Word of God. Science teaching should not destroy faith in a child's heart but rather strengthen the faith, for "the heavens declare the glory of God, and the firmament showeth His handiwork." (Ps. 19:1)

MAIN AIM OF SCIENCE

The main aim of the science teacher in a Christian school is not to give the pupils under his instruction a large number of unrelated facts, interesting in themselves because they are curious and extraordinary, but to present these facts with a definite purpose and goal. Let us illustrate: The Australian lungfish has gills, but it can breathe through the swim bladder,

which becomes modified into functional lungs as the water in the earth gradually disappears and the fish must assume a form of life closely related to that of mammals. This is a curious, interesting, and extraordinary fact; but it is of little value in a Christian school if the pupils are not guided to see the wonderful hand of God in this manifestation. The instructor must point out that the lungfish was created with foresight by God. The heavenly Father knew before the creation of the world the difficulties with which the fish would be confronted in the years to come, and through His wisdom and omniscience He therefore endowed it with the power to live in the changing environment. The Australian lungfish is evidence for the existence of an all-wise, almighty Creator who can also sustain us, His children. The term "adaptation" is extensively employed in the science of biology and must be used with the correct interpretation and understanding. The Australian lungfish did not adapt itself, did not change itself, but was created by God with these active, potential, or latent powers so that it could live under the existing conditions.

MAN, A MARVELOUS CREATION OF GOD

Man is a marvelous and wonderful creation of God — so marvelous that men of science stand in amazement at the excellence and the perfection

of this handiwork of God. We study the organs, the nerves, the muscles, the bones, the brain of man, and we are overwhelmed with the fact that no being like this could have developed accidentally throughout the ages, but that a Creator with a definite plan in His mind created man so that he could carry out his life functions in such a complicated and mysterious manner.

The subject matter in the field of science must be taught in a forceful, clear, convincing manner. Then the pupils will be moved in their hearts to join the psalmist in exclaiming: "I will praise Thee, for I am fearfully and wonderfully made; marvelous are Thy works, and that my soul knoweth right well" (Ps. 139:14). We confess in the First Article: "I believe that God has made me and all creatures; that He has given me my body and soul, eyes, ears, and all my members, my reason and all my senses." The fact that God has given us our reason is stressed when we study man as a member of the group of primates in the field of biology.

Man is placed into the group of the primates biologically because he can superimpose the thumb and forefinger of the same hand. At this point in the study of biology the Christian teacher will emphasize the truth that man is also placed into a separate group by himself. This group is called *Homo sapiens* because man alone, among all the creatures of the earth, has the power to think, to reason. It may seem as though the primates, such as the chimpanzees, have the power to think or to reason, because they can be trained to per-

form some very astounding feats. However, they merely follow habit established through constant repetition. A dog may, through the method of trial and error, finally stumble into the solution of a problem, as, for instance, the opening of a closed gate with a trigger latch. The dog may continually hit against the gate with the weight of his body until one foot accidentally strikes the trigger and opens the door. Only man can arrive at the solution of a problem through reason. It takes an ordinary pike a very long time to become conscious of the fact that it cannot break through a glass partition which has been placed in the center of the tank separating it from the small fishes on which it feeds when hungry. The pike may hit its head against the glass partition for two weeks until finally it gives up the attempt to break through. When the glass barrier has finally been removed, an inhibition has been set up which prompts it to heed the imaginary barrier as if it were real. If a small fish ventures beyond the imaginary line, the pike immediately devours it; if the small fish does not cross this line, the pike makes no attempt to harm it. The pike has learned a lesson from an impression which has been hammered into its brain but which was not the result of reasoning. Man reacts differently because God has endowed him with the ability to reason.

When the functions of the ductless glands are discussed and the pupil beholds the sad cases of children and adults in whom these glands do not function correctly and produce abnormal conditions, as, for instance,

cretinism, acromegaly, giants and midgets, he thanks God because He has given him a sound mind in a sound and healthy body. When the student, under the direction of the teacher, observes feeble-mindedness, insanity, idiocy, hydrocephalic and microcephalic conditions in human beings, he is filled with gratitude toward God for the gift of reason. He is also resolved to have sympathy for the less fortunate and is willing to contribute to their support. The pupils should be trained never to laugh at the misfortune or the deformity of others, since physical and mental perfection is not common in the human race, and we may be crippled unexpectedly through accident or illness.

SCIENCE AND NATURAL RELIGION

The beautiful, glorious moth, with its brilliant colors and delicate silken cloak, emerges from a transformed, ugly worm and an insignificant chrysalis.

The famous and illustrious Pasteur asked Jean Fabre, brilliant student and author of popular books on insect life, as he held the cocoon of a silkworm to Fabre's ear and shook it: "What is this thing, and what inside of it is causing a rattling sound?" Pasteur was startled when he heard from Fabre the life history of the silkworm.

Similarly a layman may ask today as he gazes in wonder at the cocoon: "Can this dry thing contain life?" He will marvel when he sees the gorgeous moth come from it, breaking through the double-walled temporary house, the cocoon. Man has endeavored to

photograph and obtain motion pictures of the complicated changes taking place in the pupal stage of moths and butterflies, but without success, because the X rays kill quiescent insect life.

Even if man should be able to obtain pictures of this mysterious transformation, it would still be a wonder of God. Why should it be more difficult to believe that this body of ours will turn to dust, be raised again from the dead on the Last Day, and appear fashioned like Christ's own glorious body? In one of the writer's classes a cocoon placed on the desk opened before the eyes of the amazed sophomores, and the beautiful *Cecropia* moth emerged in all its splendor. The boys and girls were filled with wonder and amazement, realizing that God had shown them something marvelous in that very hour.

Science teaches us religion so far as the facts it presents reveal the glory of the Creator (Rom. 1:19, 20). But the Christian religion is revealed to us only in the Word of God, and we accept as true science only what agrees with the doctrines of the Word.

PROTOPLASM DOES NOT DIE OF OLD AGE

There is a phase of biology which makes man think of the immortality of the soul. The amoeba, paramecium, and other protozoans (one-celled animals) reproduce by fission as opposed to mitosis in the multicellular animals. In mitosis the nucleus divides in a very complex manner. In fission the cells simply break into two parts, forming two complete new cells. A constriction occurs in the center of

the cell, one half of the nucleus goes to each side of the cell, and two cells are produced. From this it may be seen that if no accident happens to this form of life, which is protoplasm, it will live on indefinitely from the human point of view. The important lesson we may learn here is that the amoeba does not die of old age. Why should we doubt that God has created a soul which is immortal?

GOD ALONE CAN CREATE LIFE

The protoplasm of the living cell is very complex in its structure, nevertheless man has been able to analyze it in the chemical laboratory. He has broken the complicated substance down into its component parts. Is it not strange and significant that man cannot produce this substance, which seems to be the basis of life, by combining the constituent parts? God alone can create life. Life is a mystery also to the scientist. This should make the Christian humble in the sight of God and should lead him to glorify and to praise God.

THE BUTTERFLY, AN EMBLEM OF BAPTISM

The early Christians pictured regeneration in Baptism with the emblem of the butterfly. This symbol may be seen in the art glass windows of some of our churches. The analogy is striking. Out of the chrysalid, which to the eye appears dark and dead, there comes forth a living, glorious creature sparkling in the light of the golden sunshine. Even though we cannot with our eyes behold the change taking place within the heart of a child as it is being baptized, the

transformation is far more inspiring and beautiful. The child comes to the baptismal font darkened with original sin, but through the water of Baptism emerges, or comes forth, a glorious, shining, beautiful new creature.

THE SPREADING OF THE GOSPEL BY BIRDS

The Gospel is being spread into the far North and into other parts of the world through metal tags attached to birds' legs. These bands are inscribed with selected passages of Scripture. The winged messengers of God are banded by Jack Miner, a great friend of migrating birds. Eskimos living in the outposts of civilization travel long distances bearing these inscriptions, and they ask missionaries to explain the meaning of these strange markings of the bands found on birds. In this marvelous manner the missionary receives a splendid opportunity to teach the Word of God to one who through these peculiar circumstances has been prepared to hear the message of salvation. The birds appear as messengers sent from heaven. Thus these winged messengers bring not only food for the bodies of the natives in the frozen North but also carry to them the Bread of Life to nourish their starving souls.

THE MIGRATION OF BIRDS

Everybody must be filled with wonder when he meditates on the migration of birds. The golden plover strikes out from the coast of Labrador, flies over the Atlantic Ocean, and sets foot again on the eastern coast of Brazil, having spanned 3,000 miles of

water without a landmark or guide. Think of the arctic tern, which travels a distance of 11,000 miles from its summer home in the arctic region to its winter feeding grounds near the South Pole. We must join the psalmist when he says: "Such knowledge is too wonderful for me; it is high, I cannot attain unto it. . . . Marvelous are Thy works, and that my soul knoweth right well." (Ps. 139:6, 14)

There is a Power whose care
Teaches thy way along that pathless
coast —

The desert and illimitable air —
Lone wandering, but not lost.

He who from zone to zone
Guides through the boundless sky thy
certain flight
In the long way that I must tread alone
Will lead my steps aright.

WILLIAM CULLEN BRYANT

ATTITUDE TOWARD THE THEORY OF EVOLUTION

It is neither necessary nor advisable to give our pupils a large array of arguments used by pseudoscientists in their wild rush and mad drive to prove the theory of evolution. The long list of complex and intricate arguments will tend to confuse the mind of the average high school sophomore. The students of our Lutheran schools should have a solid training and background so that they may of their own accord, on the basis of God's Word, clearly differentiate between true science and false science. Our Christian boys and

girls know the definition of creation — *to make something out of nothing*. The whole fabric of evolution crumbles and falls like a house built of cards, because the Christian knows that science cannot produce a living cell, cannot form protoplasm even when the elements of which it is composed are available in the laboratory.

"And God said, Let Us make man. . . . God created man" (Gen. 1:26, 27). These are statements of God. In an examination given in a biology class at the Milwaukee Lutheran High School the following explanation was asked for: "Explain the fact that true science does not conflict with religion; in other words, Why does there seem to be, at times, a conflict between science and religion?" We present a typical answer taken from one of the examination papers: "Evolutionists make statements about man having developed from an ape or some lower form, and that it took thousands of years for man to develop to his present state. We need not attempt to refute these statements nor others of the evolutionists by means of argumentation. We simply refer to our open Bible, which makes a definite pronouncement that man was created by God. When a true scientist cannot understand nor explain these things, he will not try to reason them out as an evolutionist does, but he will admit that there is an almighty God who created us and rules us."

Nobody can really guarantee the future. The best we can do is size up the chances, calculate the risks involved, estimate our ability to deal with them, and then make our plans with confidence. — HENRY FORD II

The Teacher as an Ambassador of Christ

WALTER O. KRAEFT

At our teachers colleges we aim to train teachers for our Lutheran schools who are fully conscious of their great privilege to serve in the building of the Savior's kingdom. It is highly gratifying for an instructor to see attitudes in students which show that these young men and women are conscious of the trust resting on the ministry of teaching in our church.

The following two statements from students in the course "The Teaching of Religion" at Concordia, River Forest, suggest consecration on the part of prospective teachers for our Lutheran schools. By submitting these students' expressions to the readers of our journal under the caption, "This I Hope to Be," the writer feels that his own joy and gratitude will be shared by our teachers in the field whose ranks these students are soon to join.

THIS I HOPE TO BE

The teacher is, as St. Paul says of himself, "an ambassador for Christ." No position could be more important or more of a privilege. He works for Christ and uses the Word of God, yet by himself he can do nothing. It is the Holy Spirit, the power in the Word, who causes the increase in faith in those who hear. The primary purpose of a Christian teacher is to bring to children the sweet message of God's love for us in Christ. Through this message the teacher directs and guides the mind of God's precious creations. What a privilege!

However, the teacher, first of all, must be a faithful servant of God.

He, too, is a sinner deserving nothing but death and can be saved only by grace through Christ. There is nothing he can do, no, not even guide those children in the ways of the Lord, which merits him anything. The teacher is God's servant and steward, expected to serve God in all he does. With their parents he must nurture children in the admonition of the Lord. He must serve the local congregation of Christians who have selected and called him to help build the Kingdom.

No experience could be more humbling. The teacher should strive to be in a close and constant relationship with his Savior in prayer and communion, for without the Lord's help he can do absolutely nothing in this great task and opportunity. The teacher needs to become competent in secular subjects because he must guide children in the Christian interpretation in matters of this world. He must therefore be diligent in learning and remain a student. He must also be aware of being an example for both the children and their parents to see and follow. In his failures he can take comfort in the merits of Christ alone and in the promise of eternal life. In his successes he will know that God has blessed his work.

PAUL BROWN

THIS I HOPE TO BE

One day, 21 years ago, God sent my parents a little creature called a baby. Then God looked down and said, "All right, little one, now you grow up, and someday I will give

you a position of service in My kingdom."

I didn't know then, nor for a long time afterward, just what God had in mind for me. So we went about the task of growing me up, God and I. Conceived and born in sin, I often seemed not to want God's help in growing up. Oh, yes, I had been made His own through Baptism, I knew, but just the same I often departed from His guiding hand and tried to go my own way.

Then came the days when I must decide what my vocation would be. I thought of many glamorous vocations which I might pursue. Then God said to me, "Now, if you are all through with *your* ideas, I will tell you what you are going to do in My kingdom. The job might not look important to you or to other men, but it is one of My most blessed callings. No, I didn't say that it is *you* that will make the job so special. It is a special vocation in its own right. I want you to help show My little ones the way to heaven."

I faltered. How, God, how can I show Your little ones to heaven? I myself have strayed too often; I certainly cannot show someone else the way to heaven.

"Fear not, I am with you," God answered. "You see, you won't be doing this job alone. I will be with you every minute of the day, and I will show you *how*. If you have any problems, just bring them to Me in prayer, I'll be there to answer them. First, you go to college and get an education in the facts which you will have to teach My children. Then keeping in close contact with Me all the while, you go into the classroom and tell those children what you know about Me and about the way to heaven. You live your life as I will have you do. Leave the rest to Me."

And so, after a few more protests and replies, God showed me that He was offering me one of the most blessed positions in His kingdom.

And I bowed my head and said, "Dear God, I will need help in this venture. I am a sinful creature. My abilities are limited, but I will try to learn and put my knowledge to use. I know how much You love the children, and that will be the pattern for me to follow. Above all, dear God, I will be trusting You to show me every minute what I should do. If you want me to be Your servant in leading little ones to heaven, this I hope to be." CAROL BUCHHOLZ

Calvin Coolidge did not believe that any great man could be an atheist. He said: "We need to feel that behind us is intelligence and love. Doubters do not achieve; skeptics do not contribute; cynics do not create. Faith is the great motive power, and no man realizes his full possibilities unless he has the deep conviction that life is eternally important and that his work, well done, is part of an unending plan."

A setback does not spell defeat. Every day someone suffers a setback in his plans. It must be nature's way of keeping us from rushing ahead too fast and stumbling headlong into real trouble. Let each setback show you something worth knowing as you take stock and then move ahead again. — *Prism*.

LUTHERAN EDUCATION ASSOCIATION

News of the workings of the LEA, an association of Lutheran educators devoted to the advancement of Christian education through:

LEADERSHIP

SERVICE

PROMOTION

RESEARCH

CONVENTION SITE VALPARAISO UNIVERSITY

The committee appointed to determine the 1959 convention site selected Valparaiso University, and the dates will be August 2-4, 1959. The new convention committee has been busy working out some of the convention program. The general theme will be "Lead Them to *Live* in Christ." Some of the subthemes will be "Discipline in Life," "Responsibility in Life." God's expectations and our responsibilities as father, mother, pastor, teacher, and child are to be included in the general framework. A round-table discussion will include "Problems of Living in Christ Today." As in former years separate sessions for the LEA and the NLPTL will be held.

General convention chairman is Robert H. Schlesselman, Addison, Ill.; vice-chairman, Mrs. Myrtle Zunker, Wauwatosa, Wis.; treasurer, Walde-mar Bloch, Itasca, Ill.; publicity chairman, Pastor E. J. Kolb, Bethalto, Ill.; LEA program chairman, Lewis Kuehm, Chicago; and members at large, Walter Hartkopf, Chicago; Pastor Paul Roeder, Chicago; and Dr. A. L. Miller, represented by Fred Nohl, St. Louis.

AN OPPORTUNITY TO SERVE

Congregations and members of the local NLPTL have a golden oppor-

tunity to serve the church by sending their teachers to this 1959 convention. Each and every faculty in the church ought to be represented by at least one teacher. The blessings and benefits will flow back into the school and church through the knowledge gained in attending the workshops and the enthusiasm generated for improved teaching abilities. We suggest to the principal of the school to mention this educational convention in 1959 to the members of the school board and the local NLPTL.

A NEW PUBLICATION

The Editorial Committee of the LEA is reporting good progress on the forthcoming publication *The Child in Christian Worship*. The chapter captions include the following: "The Plan of Worship in the Life of the Child"; "Worship in the Christian Day School"; "Worship in the Sunday School and Other Agencies"; "Worship in the Home"; "The Child in the Corporate Worship in the Congregation." The general editor will be Pastor Roland Seboldt, Oak Lawn, Ill., board member of the LEA.

REGIONAL PARENT CONFERENCES

Building stronger Christian homes is a major goal of Christian education in the Lutheran Church. Parent education is basic in such an endeavor.

We have more than 800 organized parent groups in our Synod. Almost 600 are affiliated with the National Lutheran Parent-Teacher League. To help all parents in more than 500,000 families of our church, a parent education program is needed in each of our 5,000 congregations.

A regional parent conference will bring together interested persons for a day of inspiration and training. By means of talks, sectional meetings, and buzz groups the participants will receive new insights and skills for Christian child guidance.

The conferences are planned for larger regions in each synodical District. The District Family Life Director initiates the conference and serves as its counselor. A lay leader appointed by the National Lutheran Parent-Teacher League Council will serve as chairman and help with the planning.

The over-all purpose is to help congregations train Christian men and women for effective parent education work. When the announcement of such a parent conference reaches your area, support the plan by attending and encouraging all your parents to attend.

THE 1958 CONVENTION REPORT

The 1958 convention report should be in the mails by now and will merit your attention. Of course, it is not so good as attending the convention, nevertheless the reports will offer you ample opportunity for topic discussions at your faculty and board of

education meetings. The principal could also discuss parts with the Executive Board of the NLPTL.

MEMBERSHIP

There is always room for improvement and growth for both organizations, the LEA and the NLPTL. Are all members of your faculty members of the LEA? Are we keeping alert and abreast of the latest methods in education? The LEA offers opportunities. Ever more school boards are making LEA membership their responsibility. We also encourage the NLPTL groups to assist. Instead of gathering funds for the physical school improvements, which is still the local congregation's obligation, school boards and NLPTL groups are centering their attention on the help they can offer the faculty by attending various educational conventions and by becoming acquainted with books and other literature.

Membership fees are to be remitted to the Lutheran Education Association, Concordia Teachers College, 7400 W. Augusta, River Forest, Ill.

A QUESTION LOOKING FOR AN ANSWER

Since our constituency consists primarily of teachers, should your LEA Board deal with broad areas of education or focus attention on teachers' specific problems? Can we expect 100 teachers to answer that question? Please, submit your opinion to the LEA chairman, Robert Schlesselman, LCWA, Addison, Ill.

CURRENT BOOKS AND PERIODICALS

The editorial group does not propose to abstract or review, but merely to supply descriptive notes which will aid teachers in selecting materials to meet their particular problems, needs, and interests.

Listing of a title does not constitute unqualified endorsement.

Your public library will gladly co-operate in making many of the books available to you.

The prices listed are the current list prices.

Contributors: Siegbert W. Becker, Victor C. Krause, William H. Lehmann, Neelak S. Tjernagel.

BOOKS

RELIGION

THE BIBLE AND THE HUMAN QUEST. By Algernon Odell Steele. New York: Philosophical Library, 1956. 240 pages. \$3.75.

"The Bible is not a book of miracles. Unusual events are reported there. Some are historically true, and some are not" (p. 10). "Right and wrong are best defined in terms of good or bad consequences" (p. 101). "Bread is the staff of life. With enough of it, we humans can grow to our highest levels" (p. 88). "God is the process of integration. . . . He is the order of existence" (p. 34). "God is our own better selves" (p. 35). "The one real God of all the universe is the Christ men know within themselves" (p. 49). "No humans are finally lost" (p. 62). "Faith is following the best one knows" (p. 213).

These quotations will show what sort of book this is. It is a popular reproduction of the theology served up in the divinity schools of America in the past generation by such men as Brightman at Boston and Wieman at Chicago. You will find here no light on what the Bible is, nor any illumination on what the human quest really ought to be. But it is a lucidly written book, honest in its unbelief. Anyone who wants a clear and easily understood presentation of what "pious" unbelief does with the Bible will find it here. The tragedy is that in the modern church such books as this are called "religious" publications. Nevertheless the discerning pastor and teacher will profit from it and learn once more how childish and irrational men become when they renounce what they call naive and irrational Christianity. S. B.

THE LEIBNIZ-CLARKE CORRESPONDENCE. By H. G. Alexander, ed. New York: Philosophical Library, Inc., 1956. Ivi and 200 pages. \$4.75.

This volume contains the famous correspondence between Leibniz, the German mathematician and philosopher, and Clarke, the disciple of Sir Isaac Newton, the physicist. The correspondence was begun at the instance of Leibniz because of his fear that Newtonian physics threatened the existence of natural theology. The exchange of letters treats the various aspects of physics to which the concept of God as Creator and Preserver is relevant.

The translation is good. The explanatory notes of Mr. Alexander are helpful for understanding the controversy. While the price is rather high for a volume this size (it is printed in England), the book is recommended to such as are interested in the problem of the relation of theology to the physical sciences. W. L.

MARTIN LUTHER

LUTHER IN PROTESTANTISM TODAY. By Merle William Boyer. Association Press, National Council of YMCA's of the U. S. A. New York, 1958. xi and 188 pages. Price \$3.50.

The author of this book, *Luther in Protestantism Today*, reflects a broad knowledge of Luther's work and a fine insight into the nature and character of the Reformation. He writes: "Luther clung to the written Word when all else seemed to fail. The Word could accomplish what all man's power and reason could not accomplish." In describing the conflict between Luther and Erasmus he says: "Erasmus got excited over the abuses in the church. He could see no idolatry. Luther saw the abuses, but he did not become excited until he was confronted with idolatry, the idolatry which placed the church and its power, rather than God, as the center for religion."

These quotations illustrate something of the quality of Prof. Boyer's book. However, the author places himself in the company of those who praise Luther while they reject the real implications of his work, who by value judgments make distinctions between the younger and the older Luther and disavow much of what is essential in the mature Luther. Typical of these judgments are the statements that "the old Luther was wrong in emphasizing the need for agreement in all issues of doctrine before there could be unity of action." "He was afraid of tolerance and the objective quest of truth for truth's sake." "The evidence of Luther's blindness and foolishness is at hand for anyone who chooses to consult the writings of Luther."

That this book is a plea for a modern ecumenical movement among Protestants is evident in the author's recognition of the Anabaptists, the Enthusiasts, the Spiritualists, and the radical Humanists as "the explorers, the visionaries, the perfectionists of the Reformation. Without them the Reformation would never have taken wing. They refused to cage the Reformation in an iron-bound body of doctrine."

Taking note of past problems of Protestant unity, the author declares: "Today a new approach is possible. We look to the ecumenical movement to provide new forms which will open new opportunities for the growth of the kind of church the young Luther hoped to see emerge as a result of his reforming activities."

N. S. T.

LUTHER'S WORKS, SERMONS ON THE GOSPEL OF ST. JOHN. Translated by Martin Bertram. St. Louis: Concordia Publishing House, 1957. xi and 558 pages. \$6.00.

This publication needs no special introduction. Concordia Publishing House is to be commended for the regularity with which it is issuing these volumes of Luther in English. The present volume, which will be No. 22 of the complete set, covers the first four chapters of the Gospel according to St. John, the first three chapters in detail and the fourth chapter in part.

Since Luther was a textual preacher, the sermons form a running commentary on these chapters of the Fourth Gospel. But Luther's comments are always based on the premise that Scripture is a unit. To him there is no distinction to be made between Pauline and Johannine theology. Thus in his comments he often becomes a systematic theologian, as anyone who is not blinded by the clichés of modern Luther scholarship will quickly see (cp., e. g., the discussion on the doctrine of church and state, pp. 221—228, or the comments on the doctrine of the person of Christ, pp. 321—331).

It is scarcely necessary to point out the excellence of Luther's comments. Here is a gold mine for the preacher and teacher of God's Word. While Luther is sometimes long-winded and often digresses, he consistently manages to get to the heart of God's revelation in Scripture. We recommend this volume without reservation to all our pastors, teachers, and laymen, Lutheran and non-Lutheran.

The translation is generally excellent. A few expressions, such as "the junker pope" (p. 252), might be improved upon. It should be noted also that a clever translation, a play

on words, can sometimes become downright misleading as happens in the introduction to this volume (p. x). This reviewer would be inclined to ask whether the German word "Christ," when translated into Latin as *Christus*, should be translated as "Christ" in English. S. B.

MARTIN LUTHER, SAINT AND SINNER. By Theodore J. Kleinhaus. Concordia Publishing House, St. Louis, 1956. 144 pages. \$1.65.

Here, at long last, is a popular biography of Martin Luther that has taken contemporary research into account and has disavowed the legendary Luther of our children's literature. *Martin Luther, Saint and Sinner*, encompasses in fewer than 150 pages a lively and comprehensive account of the Reformer's life and conflict with Rome. Avoiding the pitfalls of an uncritical acceptance of the contents of the *Table Talks*, the author reflects the work of Schwiebert and others in dealing with the economic status of Luther's family, the journey to Rome, Luther's student life, and the problem of the sale of indulgences.

This small work conveys a clear picture of the social, political, and economic setting of the Reformation and captures much of the excitement of the Reformation and its expression in the pamphlet literature of the day. There is a clearly detailed account of the *processus inhibitorius*, which sought to silence the Reformer short of causing a popular revolt by destroying Luther's life. The author gives a good account of Luther's relations with the Humanists and the knights but shuns a discussion of the problem of the Peasants' Revolt. Like the well-known Luther film the book scarcely touches on Luther's very important conflict with the sectaries and the Reformed theologians.

An admirable insight is revealed in the portrayal of the Diet of Worms and in the statement that "Luther's fight with Rome was a fight with the Dominicans. Tetzl, Prierias, Cajetan, Eck — all Dominicans, and all with an ax to grind. Little did they realize that by their vicious attacks they would lose all leadership to wiser and less radical orders." Among the universities of Europe only two, the Dominican universities of Louvain and Cologne, condemned Luther on the basis of the Leipzig Debate.

The reader will hardly expect documentation in a book designed for popular reading, but some verification might seem desirable for the statement that Luther disliked the Vulgate "because it intentionally altered the original" and that Luther was seriously influenced in his marriage because he wanted to make amends "to his parents for disobeying them in entering monastic life." The author has included a very fine chapter on the debt of the Anglican Church to Lutheranism. The diplomatic relationships and the theological conferences between the theologians of Henry VIII and the Lutheran princes are sketched accurately. Though it is beyond question true that the English Thirty-nine Articles have drawn heavily from the Augsburg Confession, it would seem to be overstating the case to say that the Ten Articles of 1536 were translated word for word from the Augsburg Confession.

This book is warmly recommended to the teen-age and adult reader. The elementary teacher will find it invaluable as a source of reference. N. S. TJERNAGEL

EDUCATION

THE PUBLIC ADMINISTRATION OF AMERICAN SCHOOLS. By Van Miller and Willard B. Spalding. World Book Company, 1958. 605 pages.

Miller and Spalding present a revised edition of their earlier 1952 volume in public school administration. A second look at the title of the volume suggests an emphasis which is rather unique in school administration. The stress throughout this volume is upon the participation of the lay citizen in affairs of school administration. The authors begin with a rather elaborate and comprehensive development of the term "Americanism" in which they explain that not only teachers and school administrators but all American citizens have distinct responsibilities with respect to the local program of education.

This concept is included in the statement "As each citizen joins his fellows in responsibility for the schools, he serves and develops this common interest in continuously achieving a better tomorrow through fullest development of the finest qualities in individuals throughout the country."

The volume under consideration is not, neither was it intended to be, an operational guide for school administrators. It is not a handbook for specific duties which relate to the position of principal or local school superintendent. A unique feature of the book is the deliniation of responsibilities which are assigned to local boards of education. The authors are of the opinion that "as their [local board members'] responsibility for making decisions and for providing for operation of schools proceeds, they continuously review values and practices in their own ways of living, individually and together."

Although the book is replete with descriptions of the role of legislative bodies as well as volunteer organizations supporting education, the authors are careful to note the distinction between the establishment of school policy and the execution of the same. Several illustrations describe the precise meaning of the word "policy" in the school scene. (A similar attempt at this same task occurred in the Manhasset, Long Island, N. Y., public schools last summer. The findings of that board are now available.)

The writers insist that the decision with respect to aims and purposes of education is not, and should not be, the responsibility of educators alone, thus demanding the involvement of the public in the administration of the American schools. The volume has several very fine descriptions of the effects of local community life on the development of education as well as the effects of voluntary organizations on the development of education. The second part of the book, consisting of 10 chapters, describes the community participation in school administration. The reader who might well be an interested lay supporter of education is introduced to the various problems of the current educational scene. This section should invite the assent of local school board members. (Principals take note.)

The authors, Miller and Spalding, give evidence of either direct or indirect influence of Alfred Simpson, for a long time Mr. School Administration at Harvard University, and Paul Mort, who pioneered administrative leadership at Columbia University. A close familiarity and acquaintance with Paul Mort's studies in adaptability is reflected in the volume. The description of the early Pennsylvania study in *American Schools in Transition* and the teachers college contribution to education on *Adaptation Processes in Public School Systems* suggests that these items are used as springboards for the theme of adaptability throughout the text.

Lutheran educators who are looking for support in their school programs from such groups as parents, members of local organizations, and community groups will find this volume quite helpful. The book provides a terse description of the dynamics behind administration of public elementary and secondary schools.

V. C. K.

Our Contributors

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DONALD A. JANSSEN, teacher, Central Lutheran School, Wichita, Kans.

KARL H. HAUSER, pastor emeritus, Minneapolis, Minn.

WALTER O. KRAEFT, professor, Concordia Teachers College, River Forest, Ill.

Books for Children and Teen-Agers

Palmer Czamanske, Editor

Childhood lasts only a little time, and books are a very important part of childhood; therefore it is essential that those books should be the best.

ACKNOWLEDGMENTS

This department is financed by Concordia Publishing House as a service to parents, teachers, and librarians. The books have been selected and reviewed by a special committee of the Young People's Literature Board of The Lutheran Church — Missouri Synod: Palmer Czamanske and E. H. Ruprecht (Executive Directors), Lewis Klitzke, Renata Koschmann, Jack L. Middendorf, Adalbert H. Stelhorn. Editorial Assistant: Maurine A. Wittgren. Liaison Associates: Lowell Hake, Ralph L. Reinke. Complete reviews appearing in quotation marks are taken from the *Bulletin of the Children's Book Center*, published by the University of Chicago Press, and are reprinted here with permission. Each of these reviews is followed by a dash, the abbreviation BCBC, volume number, and page number. Supplementary references to other reviews in the *Bulletin* appear in boldface type below reviews by the committee and by contributors.

THE ELEMENTARY-SCHOOL LIBRARY, I

"For the elementary-school child the opportunity to meet life-situations which require reading will depend, in large measure, on the number and the kinds of books with which he comes in daily contact. The child who has access to few books and, likewise, the child whose sole experience is with 'readers' and textbooks will naturally do little voluntary reading and will be limited in reading experiences and reading interests. Given an array of attractive reading materials which are closely related to his interests, experiences, and oral language, the average child will quickly go beyond the formal reading program. . . .

"While developing the pupil's reading ability and furthering his reading interests, the library is also participating in all phases of his school work. Reading is probably the best illustration of the principle that no one can learn one thing at a time. While the child is reading, he is building attitudes and acquiring knowledge. When he approaches books for the purpose of finding factual information, he is also learning to read. . . . The pupil who comes to the library for help in preparing a classroom assignment [furthermore] finds his intellectual horizon expanding as he gains skill in selecting and evaluating information from various sources."

— Alice R. Brooks and Mary K. Eakin, "The Elementary-School Library," *The Elementary School Journal*, January 1949, pp. 249, 250, 251.

Gr. 7-12 Asimov, Isaac. **BUILDING BLOCKS OF**
Ages 12-17 **THE UNIVERSE**; illus. with dia-
grams. Abelard, 1957. 256 pp.
\$3.00.

"One hundred and two different elements (81 of them stable), out of which everything in the universe is composed, including you and me and the farthest star." Mr. Asimov reviews with great enthusiasm the way in which chemists isolated important elements, and he tells the characteristics and uses of them all, either individually or by groups.

Subject head: Elements || Reviewed BCBC, XII, 2

Gr. 2-4 Bate, Norman. **WHO BUILT THE**
Ages 7-9 **DAM?** illus. by the author. Scrib-
ner, 1958. 32 pp., 8 1/8 x 10 1/2.
Library binding, side-sewn.
\$2.50.

Using serious personification, the author tells of a quarrel between a mountain and a river which is ended when engineers build a dam. Effective pictures of construction work show machines in action, and young readers will no doubt make themselves the operators of the machines.

In *Who Built the Bridge?* (1954, 45 pp., \$2.75) the author personifies machines, and the machines tell how they do their work.

Subject heads: Dams — Stories || Bridges —
Stories || Reviewed BCBC, XII, 42; VIII, 26

Gr. 5-7 Bradley, Duane. **ENGINEERS DID IT!**
Ages 10-12 illus. by Anne Marie Jauss. Lip-
pincott, 1958. 121 pp. \$2.95.

Engineers planned and supervised the construction of the Pyramid of Cheops, the Hanging Gardens of Babylon, the Temple of Diana at Ephesus, and the lighthouse at Eddystone Rocks in the English Channel. Engineers designed a round roof for a square building when they planned St. Sophia's Church at Constantinople. Through the centuries, by study and ingenuity, men have overcome the obstinate forces of nature and the lack of tools, materials, and scientific knowledge in order to build roads and underwater tunnels in places where it seemed they could not be built. Duane Bradley describes in simple language some of the

world's most spectacular engineering undertakings and explains the problems and the scientific principles involved in their final accomplishments.

Subject head: Engineering — History || **Reviewed**
BCBC, XII, 27

Gr. 2-4 Bradley, Duane. **CAPPY AND THE**
Ages 7-9 **JET ENGINE**; illus. by Alice Cosgrove. Lippincott, 1957. 141 pp.
\$2.95.

A slight story framework is used to present facts about gravity, force, jet propulsion, and action-reaction. Two little boys who are curious about jet airplanes learn a great deal about them by performing simple experiments. Children who are interested in jet airplanes will want to try the experiments themselves.

Gr. 7-10 Cleary, Beverly. **THE LUCKIEST GIRL.**
Ages 12-15 **Morrow, 1958. 288 pp. \$2.95.**

Shelley, an only child, leaves her Oregon home to spend the school year in California with a family of five. There follows the impact of a new family, a new school, and an emergence of a new feeling of belonging. Re-evaluation of her standards and her accommodation to the diverse personalities in her environment lead to confidence in her own worth. Again the author has produced a book which will help girls through the early adolescent years.

THE FIRST TEEN-AGE BOOK by Beverly Cleary, noted for her stories of third- and fourth-graders (reviewed in April 1958), is *Fifteen* (1956, \$2.95), the story of sophomore Jane Purdy's up-and-down romance with Stan Crandall, delivery boy for the Doggy Diner. The author portrays the joys and the anguish of Jane with warmth and kindly humor.

Reviewed BCBC, XII, 44; X, 48

Gr. 5-7 Clark, Billy C. **THE MOONEYED**
Ages 10-12 **HOUND**; illus. by Nedda Walker.
Putnam, 1958. 128 pp. \$2.75.

The companionship and the training of his stub-tailed, red-furred, mooneyed hound provides great enjoyment for Jeb, young Kentucky woodsman. But the problem of why a kind God inflicted darkness upon one of his pet's eyes sometimes clouds that enjoyment. Grandma Quidly maintains, "What

the Lord takes away from the white eye of the hound He will give back twofold if you should have enough faith."

This trust in God is the theme of the book. The moving climax reveals Jeb's understanding that God replaced Mooneye's handicap with special aptitude, the ability to win the Kentucky Championship Coon Dog Field Trials.

And it is Grandma Quidly who obtains from Jeb the promise before the trials that he would remember that mere winning might not be what the Lord intended for the dog and for Jeb and for Uncle Jephtha.

Mr. Clark once more has written sensitively of the Big Sandy River country and of a boy in the process of maturing, as he did in the first book about Jeb and his coon dog, *The Trail of the Hunter's Horn*, reviewed in this department in June 1958.

Subject heads: Dogs — Stories || **Kentucky —**
Stories

Gr. 3-5 Clewes, Dorothy. **THE RUNAWAY;**
Ages 8-10 illus. by Sofia. Coward, 1957.
64 pp. \$2.50.

"Penny did not want to leave her city home and move to a rural suburb, so when her mother told her to run away — meaning, go out and play — Penny took her literally and started back to the city. On her way she met the new milkman, the postman, eccentric Colonel William Masters, and a young boy about her own age, all of whom were so friendly that she decided to postpone the running away for a while. An understanding picture of a child's reaction to a new situation." — BCBC, XI, 52.

Gr. 8-12 Duvall, Evelyn Millis, and Johnson,
Ages 13-17 **Joy Duvall. THE ART OF DATING;**
illus. by Andre Ecuyer. Association Press, 1958. 254 pp. \$2.50.

"A handbook on dating, from the initial necessity for 'overcoming shyness' to 'getting ready for marriage.' The authors use data from sociological studies to show the function which dating serves in our society and to give an idea of what dating practices actually are, as well as offering advice on some of the problems of boy-girl relationships. The presentation is comprehensive and sound, presenting each topic from the view of both sexes and often of parents too.

The book is well suited to group use." — *BCBC*, XII, 29. A review of Evelyn Millis Duvall's *Facts of Life and Love for Teen-Agers* (1956) appeared in this department in December 1957.

Subject heads: Courtship || Conduct of life || Boy-girl relations

Gr. K-3 Duvoisin, Roger. **PETUNIA, BEWARE!**
Ages 5-8 illus. by the author. Knopf, 1958.
32 pp., 8 X 10. Library binding,
side-sewn. \$2.95.

Silly goose Petunia thought the grass was greener on the other side of the fence. But she found no greener, tastier grass in the neighbor's meadow, or under the old oak tree, or beyond the dogwoods, or at the edge of the brook, or at the top of Windy Hill. Instead she walked headlong into a circle of animals who wanted to eat her! Repetitive text and humorous illustrations in bright colors and in black-and-white tell the fable of this goose, who rushed home to find the best food that she had ever tasted.

Gr. 7-12 Fedder, Ruth. **A GIRL GROWS UP,**
Ages 12-17 3d ed.; illustrated. McGraw (Whit-
tlesey), 1939-1957. 310 pp.
\$3.95.

Discusses girls' problems of personality and social adjustment in their own language. For this new edition "the material has been extensively rewritten and brought up to date, with new illustrations, a revised bibliography, and with a section of discussion aids at the end of each chapter. A useful volume for guidance collections." — *BCBC*, XI, 59.

Subject heads: Adolescence || Conduct of life || Girls

Gr. 3-5 Field, Rachel. **THE RACHEL FIELD**
Ages 8-10 **STORY BOOK;** illus. by Adrienne
Adams. Doubleday, 1958. 125
pp. \$2.50.

This book contains three stories which the beloved Rachel Field wrote years ago and are now again available. Each story is different in time and locality but similar in that the characters are good and believable. In a world filled with fear and hate it is well to read of tolerance, magic, wishes, and helpfulness. "Polly Patchwork" is about a girl and her grandmother and people who depend on their own resources. "Pocket-Handkerchief Park," a story of a tiny park,

tells of people who want something for the good of all and by working together achieve their purpose. "The Yellow Shop" illustrates a fine way in which children can help adults. The reviewer's 10-year-old daughter said that she felt warm all over after reading this book — a feeling shared by her mother. Adrienne Adams' illustrations reflect the mood of the stories and add color and charm.

Gr. 7-11 Harrison, Ann M. **A TOOL IN HIS**
Ages 12-16 **HAND.** Friendship Press, 1958.
170 pp. \$2.75.

The last line of the author's note to Book One, "He was in Arabia to give himself and his skill in God's service," is the keynote to Paul Harrison's life. In 1917 the young American doctor set forth across the Arabian desert, till then a closed land, to treat the sick. He met with overwhelming obstacles — lack of equipment, drugs, and adequately trained help — but with courage and the spirit of Christ in his heart, he established hospitals to heal sick bodies, schools to teach eager learners, and missions to feed the souls of those willing to accept Christianity. To Paul Harrison the sick, hungry swarms of humanity were people who needed him, God's tool. Here is the biography of a warm and completely dedicated man, whose life reads like an exciting adventure story. He radiates humor, warmth, understanding, and above all, love for all mankind.

Subject heads: Missions, Medical — Arabia || Harrison, Paul

Gr. 4-7 Saunders, John R. **THE GOLDEN**
Ages 9-12 **BOOK OF NATURE CRAFTS . . . ;**
illus. with colored photographs by
Roy Pinney and drawings by Rene
Martin. Simon, 1954, 1958.
68 pp., 8 1/8 X 10 3/4. Library
binding. \$3.20.

Nature study is made exciting by this clearly written book, which shows the child how to explore his natural surroundings. In addition to suggestions for usual creative fun, it gives directions for unusual hobbies, such as collecting wood, growing a crystal garden, making leaf prints, and collecting birds' feathers. The activities require only a few simple tools and inexpensive pieces of equipment. A valuable book list appears on the last page.

Subject head: Nature study

Gr. 6-9 Hyde, Margaret O. **EXPLORING EARTH AND SPACE, THE STORY OF THE I. G. Y.**; illus. by Clifford N. Geary. McGraw (Whittlesey), 1957, 1958. 160 pp. \$3.00.

The International Geophysical Year attempts to find answers to many problems facing ambitious scientists who are studying the world in which we live. This book is an introduction to some of the scientific research of the I. G. Y. We study, for example, the reasons for earthquakes and volcanoes, some mysteries of the sea, peculiarities of weather, secrets of the sun, the hidden possibilities of outer space, and many other problems that puzzle all of us.

Last month this department reviewed the book on this subject appropriate for young people in high school.

Subject head: International Geophysical Year, 1957-1958 || Reviewed BCBC, XI, 81

Gr. K-2 Gay, Zhenya. **SMALL ONE**; illus. by the author. Viking, 1958. 32 pp., 7 1/2 x 10. \$2.00.

A delightful story of a baby cottontail rabbit who hopped into trouble when his mother was away. She had told her six children to wait beneath a bramble bush. But inexperienced Small One thought any *thump!* might be his mother's signal and any patch of white her tail. His adventures as he sought thumps and patches of white make a pleasing picture story to read to little children, even to the thumping his mother gave him for disobedience. Brown illustrations in pencil.

Gr. 9-12 Scott, Judith Unger. **MEMO FOR MARRIAGE**; illus. by Ruth K. Macrae. Macrae, 1957. 238 pp. \$2.95.

"A handbook for high school girls on the problems of engagement and marriage, offering both preventive and curative advice. The book will help develop self-understanding through its discussions of such topics as the influence of parents and friends on personality, the qualities comprising emotional maturity, the determination of goals and values, and the realistic judgment of boy friends. It will also help in practical ways, as the author gives good suggestions for learning to be a good housekeeper, handle finances, and manage babies, and for coping with in-laws, conflicting interests,

and so on. The book would be especially useful for guidance or home economics classes, since it covers a great variety of topics and would be a good starting point for discussion. On the individual level, it is an excellent introduction to serious thinking about marriage." — BCBC, XI, 101.

Gr. 8-12 Stine, G. Harry. **ROCKET POWER AND SPACE FLIGHT**; illustrated with photographs and line drawings. Holt, 1957. 182 pp. \$3.75.

This is an easy-to-read, well-written, non-technical book for anyone interested in rockets and space flight. Without resorting to mathematical formulas, the author, who is connected with the U. S. rocket program, describes the development and testing of the various U. S. missiles. He stresses the safety features of our national rocket program. He shows that men working "with highly toxic propellants, high explosives, wild test missiles, and explosions are actually safer than driving on the highway to and from work!" He then digresses long enough to lay down the dos and don'ts for amateur rocketeers. In later chapters he takes glimpses into the future: spacemen, cities in the sky, interplanetary travel. The last chapter he addresses chiefly to high school students.

Subject heads: Rockets || Space flight

Gr. 7-9 Wellman, Manly Wade. **THE GHOST BATTALION, A STORY OF THE IRON SCOUTS**. Washburn, 1958. 173 pp. \$2.75.

An exciting adventure story of the Civil War with authentic background. Soon after 15-year-old Clay Buckner joined the Confederate cavalry in Virginia he became a member of the Iron Scouts, who worked behind the Union lines. In spite of his youth Clay exhibited great courage and ingenuity, and he was sent to Richmond to apprehend a Union spy.

Subject head: U. S. — History — Civil War — Stories

The committee gratefully acknowledges the contribution of reviews for the December and January issues by the following: Nancy Bringewatt, Mrs. Mary E. Callender, Cornelia Feiertag, Margaret Gerdes, Mrs. Sena Kautz, Mrs. K. A. Kellogg, Mrs. Jo Ann Maddock, Herbert Meyer, Carol Rauscher, Rachel Schlei, Eleanore Schmidt, Joyce Schreiber, Lois Siemon.

NEWS AND NOTES

OUR SEMINARIES AND COLLEGES

CONCORDIA SEMINARY ST. LOUIS, MO.

Correspondence School. — Dr. Erwin Lueker, director of Concordia's Correspondence School, announced that the reorganization of the school is moving forward. Some 20 courses are now available, and more are being added. Persons interested in taking courses by correspondence are asked to write for a catalog of the course offerings. Communications should be addressed to Correspondence School, Concordia Seminary, St. Louis 5, Mo.

Architectural Consultant. — Professor Vincent, head of the department of public relations, has announced that Prof. Jean Labatut of Princeton University has been retained by the Seminary as architectural consultant for general site integration in the placing of proposed new structures on Concordia's campus for a period of five years.

Professor Labatut studied at the *Ecole Nationale Supérieure des Beaux-Arts de Paris*, was associate city planner for development of Lisbon, Portugal, and consultant to New York's World's Fair. He is professor and chief critic of architectural design, Princeton University, since 1928. He has been awarded the Grand Prix de Rome.

CONCORDIA TEACHERS COLLEGE RIVER FOREST, ILL.

Scholarships and Gifts. — At the 10th annual honors convention, held on Wednesday, November 19, at Concordia, Prof. Carl F. Halter, dean of students and chairman of the college's scholarship committee, announced that students at the college were receiving \$66,394 in assistance this year. This is an increase of \$10,000 over last year.

The college through its scholarship committee awarded \$4,450 in scholarships to 35 students at the annual convocation. Ad-

ditional students have received \$6,800 in grants-in-aid from the college.

Ninety-three students are receiving \$29,513 worth of assistance from their church districts, and 55 students receive \$10,231 from their congregations or auxiliary groups. There are 40 students at River Forest who have received \$10,000 from various other agencies, including high school and state scholarships.

The college is enlarging its scholarship program for next year. This is being done to meet the challenges of increasing enrollment. For this a special program of freshman scholarships worth \$225 is being developed.

Dr. Gross Attends Important Meeting. — On November 28 and 29 Dr. Herbert H. Gross, professor of geography at Concordia, attended the 44th annual meeting of the National Council for Geographic Education at the Hotel Statler-Hilton, New York City.

Dr. Gross is the director of the state coordinators for the council. He presided at the luncheon of the state co-ordinators of the National Council for Geographic Education.

Topics discussed at the convention included "Geographic Education Across the Curriculum," "National Aspects of Conservation," "Geography in the Schools of the Soviet Union."

Stohs Resigns at Concordia. — Reuben V. Stohs is resigning his position as assistant professor in physical education at Concordia, effective June 30, 1959. He intends to pursue a program of advanced study in physical education.

The Board of Control of the college accepted his resignation with regret and expressed its sincere appreciation for the consecrated and effective service Professor Stohs has rendered the college since September 1, 1954.

At Concordia Professor Stohs has coached the basketball teams to several conference basketball championships. He was also

coach of the baseball team and has assisted in the coaching of football.

Professor Stohs received his early education at St. Paul's Academy, Concordia, Mo. He is a graduate of Concordia, River Forest, from which institution he received his bachelor of science degree in education in 1947. In 1957 he received the master of arts degree in physical education from the University of Minnesota. He has studied at Balwin-Wallace College, Berea, Ohio; Western Michigan College, Kalamazoo, Mich. He has also continued his studies in the field of American history at the University of Chicago.

Prior to coming to the college, Professor Stohs taught in Lutheran elementary schools in St. Joseph, Mich., Louisville, Ky., and Fort Wayne, Ind.

Prof. Stohs has served as financial secretary of the Lutheran Education Association and has contributed articles on physical education to LUTHERAN EDUCATION. He is a member of the American Physical Education Association.

University Staff Assembly. — The third university staff assembly was held at River Forest on November 28 and 29. The theme of the assembly was "Our Church and American Education." The assembly is sponsored by the Lutheran Academy for Scholarship and the Commission on College and University Work. In attendance were Lutheran instructors from various colleges and universities of the country. Dr. John W. Klotz, professor of biology and chairman of the natural sciences and mathematics division of the college, served as chairman arranging for the assembly. Other committee members included Professor Paul G. Bunjes, associate professor of music at Concordia.

Kraeft on Sabbatical. — Dr. Walter O. Kraeft, professor of education at the college, is on sabbatical leave during the winter and spring quarters of the present school year.

Dr. Kraeft plans to go to Claremont, Calif., and to devote considerable time to writing, particularly in the area of Sunday school leadership training. He plans to rewrite *Working Together*, which is a book on organization and administration primarily

for Sunday school teachers. He further plans to write the *Instructor's Guide* and tests for those who teach the course *Working Together*. If time permits, Dr. Kraeft plans to write a correspondence course which will deal with the work of Sunday school superintendents.

Dr. Kraeft serves as director of correspondence and extension work at Concordia. Dr. John W. Klotz has been appointed to take the place of Dr. Kraeft while the latter is on sabbatical leave.

CONCORDIA TEACHERS COLLEGE

SEWARD, NEBR.

Important Visitor. — Concordia had a unique visitor on the campus in November. Jean Eckert of Mannedorf, Switzerland, came directly from his home to Seward to take specifications for the new pipe organ. Of special interest is the fact that Eckert is the son-in-law of the famous Dr. Albert Schweitzer, noted physician and organist, who is serving a group of lepers in French Equatorial Africa.

The new Concordia organ, which will cost approximately \$50,000, will be the first European organ to be installed west of the Mississippi River, according to Eckert. It will be, as are most European organs, mechanical rather than electrical in operation. The representative of the Kuhn and Company organ firm said that this distinction produces an entirely different sound from that of the American organs of electrical construction. He plans to return to Nebraska in May 1960, when the organ is scheduled to be installed. Before arriving in Seward via rail, the organ will be shipped via Rhine barge from Basel to Rotterdam, via freighter from Rotterdam to Chicago through the St. Lawrence Seaway, and via rail to Seward.

The organ will have 33 speaking stops, with 44½ ranks comprising 2,316 pipes. The key action will be mechanical while the stop action will be activated by magnets.

Dr. Koenig Retires. — President Paul Zimmerman received a letter from Dr. Henry A. Koenig with the information that he is terminating his teaching at Concordia. It recently became quite evident to Dr.

Koenig that by continuing to teach academic classes he would be overtaxing his strength.

Dr. Koenig was called in 1923 to the chair of art and English. In recent years his teaching efforts were limited to the field of English. Retired in 1948, Dr. Koenig has continued to serve as professor emeritus and in the capacity of Archivist of the Southern Nebraska District.

Dr. Koenig has been considered by fellow faculty members and students a scholar of Shakespeare and world literature. He continued teaching for 10 years beyond retirement age. His love of books showed itself in the large number which he purchased. The students were always welcome to use them. One is indeed safe in saying that he instilled a love for literature in his students. The students enjoyed his classes. They were led toward a deeper appreciation of literature through him. Another major contribution to one and all was his collection of art objects. His "house at the end of the Lane" was considered by many as an art museum. He had so many pictures on the wall that one could scarcely see the wallpaper. Besides beautiful pictures he also procured many beautiful dishes and rare vases.

Dr. Koenig can be remembered as a good preacher and a faithful member of the choir in which he served as soloist for many years. The fact that our campus is becoming a beauty spot can be traced back to Dr. Koenig's interest in landscaping.

It is expected that Dr. Koenig will continue his lively interest in Concordia and in an informal way contribute to the life of the school and the church he has served so well.

In Recognition. — On December 7 Concordia recognized the services of Professors Walter A. Juergensen and Walter E. Mueller. Both have completed 25 years of active service in the teaching profession in our Lutheran Church. The service was held at St. John's Church in combination with the installation of Professor Reinhold P. Marxhausen.

Professor Juergensen, whose original home was Netawaka, Kans., came to the Seward campus in 1949 as principal of Concordia High School. He has since then moved to

the college faculty and teaches in the area of sociology. He also serves as business manager for the college. Last June he was awarded the Ph. D. degree from the University of Nebraska.

Professor Mueller's birthplace is Pryor, Okla. He joined the Concordia faculty in 1947 as instructor in the humanities division. Serving as the head of the division at the present time, Professor Mueller is director of the dramatic activities on campus. He has on various occasions produced plays of his own. He is currently working toward the doctorate at the University of Nebraska.

Professor Marxhausen serves as art instructor at Concordia. Under his direction the art department has flourished in size, equipment, and content. Born in Vergas, Minn., he went to Valparaiso University, where he received the bachelor degree. He joined the Concordia faculty in 1951 as instructor in biology but soon directed his efforts toward the area of art.

Concordia Camera Club. — Concordia tries to do more than just educate the student in the classroom. It seeks to provide a full experience, consistent with the Christian life, in as many different directions as possible. To this end there are a number of extracurricular organizations besides the customary annual staff, school paper, and student senate. Among these is the Concordia Camera Club.

This organization has as its basic aim and objective the enrichment of the student's life from both the practical and the aesthetic side.

The camera club affords an opportunity to learn the practical side of photography — darkroom techniques, proper mechanics of picture taking with attention to aperture, lighting, and shutter speed — as well as the aesthetic side demonstrated in composition both while the picture is being taken and while making the print in the darkroom.

The student's pictures are exhibited for criticism or acclaim at the club's print nights. Each night's "best" is entered in the final print night show of the "year's best" at the close of the school year.

To provide greater opportunity for the taking of pictures, field trips are taken to various places of interest, such as Pioneer

Park, Antelope Park, the university campus, and even such mundane localities as the Burlington classification yards. All of these furnish material for interesting pictures and challenge the student's aptitude for composition.

The needs of the beginner in photography are met by special sessions at the beginning of each year. The advanced photographer's interest is maintained by frequent showings of the work of top-notch photographers of the country, both past and present.

CONCORDIA COLLEGE MILWAUKEE, WIS.

Lectures in Economics. — John Ungrodt, vice-president of the Wisconsin State Bank, Milwaukee, addressed the faculty and the college department sophomore class of Concordia College on December 1. His topic was "Banking and Its Relation to the Community." The address was one of a series of five monthly lectures in economics, planned by Prof. Paul A. Dietz, assistant professor of economics. Ralph Rada, a member of a Milwaukee house of investment brokers, is serving as co-ordinator of the series. Topics scheduled for presentation include "Industry," "Banking," "Politics," "Insurance," and "Investments."

English Association. — The annual fall banquet of the English Association of Greater Milwaukee was held at Concordia College on November 12. The principal speaker was Dr. Byron Price, president of the National Council of Teachers of English. Dr. Robert Schweik, a member of the English department of Marquette University and president of the English Association, presided at the banquet. Arrangements for the banquet were made by Jarvis E. Bush, executive secretary, and Prof. Oliver C. Rupprecht, a member of the Board of Directors of the English Association.

Dr. Price's address dealt with the question "Is Good Teaching of English Composition Possible Under Present Conditions?" The answer, he said, must be largely negative. In proposing a number of remedies designed to bring about improvements, Dr. Price emphasized the importance of reducing the size of English classes and the amount of cocurricular work performed by English

teachers. He also urged that boards of education be acquainted with the "vast amount of detail" involved in the teaching of English composition courses.

Board for Higher Education. — A plenary meeting of the Board for Higher Education was held on the campus of Concordia College November 9—14. Sessions were devoted principally to curricular matters and to major plans and policies to be presented at the San Francisco synodical convention. Meetings on November 9 and 10 were attended by college and seminary business managers for a discussion of business management topics. Other meetings were attended by college and seminary presidents and by members of the Curriculum Commission. On November 14 the group was addressed by President John W. Behnken. Dr. Hugo G. Kleiner, chairman of the Board for Higher Education, presided at the sessions. Plans for the meeting were made by Dr. Walter F. Wolbrecht, Executive Secretary of the Board for Higher Education, and his staff of assistants.

Chorus Tour Serving Vocational Program. — November 21—23 the annual fall concert tour of the Concordia College Male Chorus brought 45 singers to churches in Illinois and Wisconsin. The group sang under the direction of Prof. James E. Engel.

In an appraisal of the tour David Menicke, chorus president, emphasized the spiritual and educational values of the concert series. "The chorus tour has strengthened many a chorus member in his decision to become a minister or teacher," Mr. Menicke said. "As visitors in numerous parishes and as guests in Lutheran homes, chorus members observe a variety of congregational activities and are stimulated in their desire to serve Christ as professional workers in the church. Perhaps the most significant single factor influencing students in their vocational decision is the informal address given every morning by the local pastor. In this address the pastor briefly describes the specific nature of church and educational activities in his community, sets forth the glory of the ministry, and makes an earnest appeal to all students present to continue their preparatory work. Another valuable feature of the tour is that students

lacking a parochial school background have abundant opportunity to see Christian parish schools in operation."

Russian Education Intensified. — "Within five years high schools in the Russian sector of Berlin will have outdistanced those in West Berlin." This statement was made by Prof. Gunther E. Jacobs, assistant professor of German at Concordia College, in an address presented at the October meeting of the Concordia College Men's Club. Professor Jacobs' prediction was based on assertions made by West Berlin educators. These educators admit, Professor Jacobs stated, that Communist efforts at intensifying the educational program will produce startling results in the next few years. Professor Jacobs' lecture was based on personal observations made in Germany during a three-month visit in the spring and summer of 1958.

BOARD FOR PARISH EDUCATION NEWS

Intersynodical Committee on Parish Education. — Three staff members — Arthur L. Miller, Arnold C. Mueller, and Robert J. Hoyer — represented the board at the annual meeting of the Lutheran Intersynodical Committee on Parish Education held in Philadelphia, November 5 and 6, 1958. Oliver Graebner, professor of psychology at Valparaiso University, served as an additional Missouri Synod representative, delivering a paper on "The Developing Concept of God."

Six other synodical boards had representation at the meeting — the American Lutheran Church, the Evangelical Lutheran Church, the Augustana Lutheran Church, the United Lutheran Church in America, the United Evangelical Lutheran Church, and the Suomi Synod. In addition to the Graebner paper, those present heard progress reports from each of the boards and discussed topics titled "Educational Psychology and Parish Education," "The Program Structure of the Board of Parish Education of the Augustana Lutheran Church," "Educational Implications of the Doctrine of the Holy Spirit," "Group Dynamics in Parish Education," "Christian Education for the Mentally

Retarded," "Discovering, Recruiting, and Training Workers for Service in General, Synodical, and District Boards of Education," and "Insights on Teaching Attitudes Developed by the Character Research Project of Union College, Schenectady, N. Y."

The committee elected C. Richard Evenson (ELC) and Robert P. Hetico (Suomi) as chairman and secretary respectively. These men replace S. White Rhyne (ULCA) and Arthur L. Miller (LC-MS). The next meeting is scheduled for Columbus, Ohio, November 4 and 5, 1959.

Functions of the Intersynodical Committee are (1) to offer a means for exchanging ideas, (2) to study issues in parish education that are of common concern, (3) to undertake occasional joint studies or publication projects. Participation in this third function is at the discretion of each synodical board.

The Missouri Synod Board for Parish Education is presently participating in one such joint project. This project is the preparation of an accurate and modern translation into English of Luther's Small Catechism. Arnold C. Mueller and Allan H. Jahsmann represent the board in this effort.

Sunday School Secretary. — Herman A. Etzold, pastor of Trinity Lutheran Church, Bloomington, Ill., has declined the appointment to serve as the Synod's first Sunday School Secretary.

Advisory Catechism Committee. — Twenty-six representative teachers, pastors, professors, District superintendents, and Board for Parish Education members met in St. Louis on November 28 to consider a report prepared by the board's Advisory Catechism Committee. The findings of this conference, plus those of the report itself, are now being processed by the board for possible inclusion in a report to the 1959 San Francisco synodical convention. Any recommendations to be contained in this report to the Synod will require convention approval before they can be implemented.

Recognizing the need for new catechetical materials, the board, with the approval of the *Praesidium* of the Synod, appointed an Advisory Catechism Committee in November 1955. Members of this committee were A. C. Stellhorn, chairman; Geo. C. Stohl-

mann, secretary; Harry G. Coiner, Arnold C. Erxleben, Walter J. Link, Arnold C. Mueller, and Raymond Surburg.

The committee operated under this assignment:

1. To examine the synodical Catechism and determine
 - a) whether it should be replaced by a new book;
 - b) whether books for several grade levels are needed;
 - c) what type of book or books will best meet the needs;
 - d) how to give the instruction books an adequate personal character and spiritual appeal.
2. To review extant catechisms and catechetical materials for comparison.
3. To consider the whole area of manuals, helps, and workbooks.
4. To lay down guiding principles for the preparation of catechisms and accessory materials.
5. To consider a new translation of Luther's Small Catechism.
6. To make all recommendations to the Board for Parish Education.
7. To discuss findings and recommendations with an advisory conference to be called by the board.

Committee members met twelve times to

complete their assignment and to prepare the required report of findings and recommendations.

New Curriculum Guide. — The board has authorized the preparation of a new three-volume curriculum guide for Lutheran elementary schools. This guide, which is to replace the 1943 *General Course of Study for Lutheran Elementary Schools*, will be arranged as follows: Vol. I, Kindergarten to Grade Three; Vol. II, Grades Four to Six; Vol. III, Grades Seven and Eight.

In addition to specific suggestions for each grade and for each area of the curriculum, plans call for each volume of the guide to contain pertinent supplementary materials. Among these are the philosophy and objectives of the Lutheran elementary school; scheduling and daily planning; foreign language teaching; school libraries; missionary education; characteristics of children at various ages; a resource unit on the history of Lutheran schools.

General editorial supervision of the project has been delegated to the board's editor of school materials, Frederick Nohl. The board has also appointed additional writers to author major sections of the guide.

To help keep the sale price of each volume within reasonable limits, the Synod's Board of Directors has allotted \$6,000 from the Conquest for Christ School Promotion Fund to cover editorial costs.

SCHOOL STATISTICS 1958

Elementary Schools, The Lutheran Church — Missouri Synod
Total Statistics for the Synod

	<i>North America</i>	<i>South America</i>	<i>Total</i>	<i>Net Gain</i>	<i>Net Loss</i>
Number of Schools	1,267	151	1,418	14	
Enrollment	138,338	7,863	146,201	5,579	
Men Teachers	2,043	153	2,196	28	
Women Teachers	2,736	73	2,809	200	
Total Teachers	4,779	226	5,005	228	

North America Only

	1957	1958	<i>Net Gain</i>	<i>Net Loss</i>
Number of Schools	1,257	1,267	10	
Enrollment	132,128	138,338	6,210	

Men Teachers:

Installed Men Teachers	1,805	1,850	45	
Men Students, Teachers Colleges	87	71	—	16
Other Lutheran Students	51	54	3	
Other Men Teachers	46	56	10	
Pastors Teaching	14	12	—	2
Total Men Teachers, North America	2,003	2,043	58	—18

Women Teachers:

Women Graduates, Teachers Colleges	403	436	33	
Women Students, Teachers Colleges	322	346	24	
Students, Graduates, Other Luth. Coll.	521	566	45	
Other Regular Women Teachers	1,190	1,267	77	
Women Emergency Teachers	100	121	21	

Total Women Teachers, North America ..	2,536	2,736	200	
Total Men and Women Teachers, North America	4,539	4,779	240	

Note 1: The Brazil District mistakenly reported its 1957 enrollment 1,000 too high. Thus the 1957 total enrollment for South America was 7,494 instead of the published figure of 8,494. The actual enrollment gain, therefore, is 6,579, rather than the 5,579 indicated by a comparison of the 1957 and 1958 figures.

Note 2: The statistics are 100% complete.

ELEMENTARY SCHOOL STATISTICS, 1958, BY DISTRICTS

North America Only

Districts	Schools	Teachers													
		G	L	Enroll-ment	G	L	Men	G	L	Women	G	L	Total	G	L
Alta.-B. C.	4	—	1	179	—	10	3	+	1	3	—	3	6	—	2
Atlantic	42	—	—	5,283	+	621	67	+	9	129	+	9	196	+	18
Calif.-Nev.	40	+	3	3,514	+	376	47	+	4	76	+	8	123	+	12
Central	105	—	2	14,133	+	293	247	+	10	224	+	7	471	+	17
C. Illinois	35	—	1	3,802	+	86	49	—	1	79	+	6	128	+	5
Colorado	26	—	1	2,830	+	244	35	—	—	66	+	8	101	+	8
Eastern	26	+	2	1,869	+	116	34	+	1	46	+	6	80	+	7
English	31	+	1	3,541	+	192	51	+	8	78	+	6	129	+	14
Fla.-Ga.	18	+	2	2,029	+	275	14	+	2	63	+	9	77	+	11
Iowa E.	22	—	—	1,413	+	35	22	+	3	32	—	2	54	+	1
Iowa W.	24	—	1	1,550	+	67	23	+	4	38	—	3	61	+	1
Kansas	34	—	1	2,641	+	22	46	+	2	52	—	2	98	—	—
Man.-Sask.	1	—	—	17	—	2	—	—	—	1	—	—	1	—	—
Michigan	114	+	1	15,728	+	717	244	—	11	250	+	36	494	+	25
Minnesota	78	—	1	6,497	+	273	86	—	8	138	+	16	224	+	8
Montana	4	+	1	312	+	101	4	+	2	7	+	2	11	+	4
N. Dakota	6	—	—	432	+	5	6	—	—	10	+	1	16	+	1
N. Wis.	28	—	1	3,643	+	100	41	—	1	71	+	5	112	+	4
N. Illinois	115	+	1	16,946	+	688	278	+	10	287	+	20	565	+	30
N. Nebr.	32	—	—	2,370	+	102	35	+	2	51	+	3	86	+	5
Northwest	22	+	1	1,664	+	31	26	—	—	32	—	—	58	—	—
Oklahoma	7	—	—	586	+	43	7	—	—	15	+	1	22	+	1
Ontario	2	—	—	93	+	21	3	—	—	1	+	1	4	+	1
S. Dakota	6	—	—	270	+	66	6	+	2	6	—	—	12	+	2
S. Wis.	64	+	1	10,069	+	426	140	—	2	181	+	4	321	+	2
Southeast.	43	+	3	3,823	+	287	32	+	3	107	+	6	139	+	9

Southern	13	+	1	1,427	+	177	14	+	1	39	+	6	53	+	7
S. Calif.	56	+	2	6,404	+	267	91	—	1	130	+	13	221	+	12
S. Illinois	32	—	1	2,844	+	72	41	+	1	53	+	3	94	+	4
S. Nebr.	46	—		2,512	+	87	48	—	5	51	+	9	99	+	4
Texas	81	—	1	7,643	+	68	123	+	2	166	+	7	289	+	9
Western	110	+	2	12,274	+	364	180	+	2	254	+	18	434	+	20
Totals	1,267	+	10	138,338	+	6,210	2,043	+	40	2,736	+	200	4,779	+	240

PROTESTANT ELEMENTARY SCHOOLS

*North America**Lutheran Synods*

	Year	Schools	Teachers	Enroll- ment
The Lutheran Church — Missouri Synod	1958	1,267	4,779	138,338
Joint Synod of Wisconsin and Other States	1958	213	727	23,283
Slovak Evangelical Lutheran Church	1958	2	5	155
Evangelical Lutheran Synod (Norwegian)	1957	16	18	383
Total, Synodical Conference		1,498	5,529	162,159
American Lutheran Church (plus 40 kindergartens, 60 teachers, 1,377 pupils)	1958	36	122	2,863
Augustana Lutheran Church	1958	2		
United Lutheran Church	1957	18	125	1,625
Evangelical Lutheran Church (West Coast) (plus 8 kindergartens)	1958	13	1100	12,000
United Ev. Luth. Church (West Coast)	1958	1		
Non-Synodical Conference Lutherans		70	247	5,488
All Lutheran Bodies Combined		1,568	5,776	167,647

Other Protestant Denominations

National Union of Christian Schools (including some high schools)	1958	221	1,615	42,980
National Association of Christian Schools	1957	141		11,455
Seventh-Day Adventists	1957	1,040	2,152	39,989
Mennonite Church	1957	108		5,560
Northern Baptist Conv. (Los Angeles)	1957	19	114	2,949
Southern Baptist Convention	1957	285		
Protestant Episcopal Church	1958	108	563	37,943
Orthodox Presbyterians	1957	5	19	435
Quakers (Friends)	1957	22		2,648
Presbyterian Church in the U. S.	1957	116		
Total, Other Protestant Schools		1,765		

Total schools listed	3,333 (52.96% non-Lutheran)
Lutheran schools, all synods	1,568 (47.04% of total)
Synodical Conference Lutheran schools	1,498 (44.94% of total)
Missouri Synod Lutheran Schools	1,267 (38% of total)

The Missouri Synod has 80.8% of all Lutheran schools,
84.6% of all Synodical Conference schools.

1 Estimated.

2 Plus 520 kindergartens.

3 Not including kindergarten or junior high.

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